

**AN INVESTIGATION INTO NON ENGLISH EDUCATIONAL  
BACKGROUND LECTURERS' COMPETENCE IN TEACHING  
ENGLISH: A CASE STUDY AT UIN ALAUDDIN OF MAKASSAR**

***INVESTIGASI TERHADAP KOMPETENSI DOSEN NON BAHASA  
INGGRIS DALAM MENGAJARKAN BAHASA INGGRIS: STUDI  
KASUS DI UIN ALAUDDIN MAKASSAR***

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**AN INVESTIGATION INTO NON ENGLISH EDUCATIONAL  
BACKGROUND LECTURERS' COMPETENCE IN TEACHING ENGLISH:  
A CASE STUDY AT UIN ALAUDDIN OF MAKASSAR**

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BACKGROUND LECTURERS' COMPETENCE IN TEACHING  
ENGLISH: A CASE STUDY AT UIN ALAUDDIN OF MAKASSAR**

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## **PERNYATAAN KEORISINILAN DISERTASI**

Saya, ANDI MUKARRAMAH NAGAULENG

Nomor Pokok: 15A10023,

Menyatakan bahwa disertasi yang berjudul: *An Investigation Into non English Educational Background Lecturers' Competence in Teaching English: A Case Study at UIN Alauddin of Makassar*, merupakan karya asli. Seluruh ide yang ada dalam disertasi ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari disertasi ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan di atas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tanda tangan .....

Tanggal,       Desember 2018

## ABSTRACT

ANDI MUKARRAMAH NAGAUELNG, *An Investigation Into The Competence of The Lecturer with non-English Educational Background in Teaching English: Case Study at UIN Alauddin of Makassar* (supervised by Muh. Asfah Rahman, Haryanto and Sahril).

The objectives of this research were: (1) to investigate the strategies used by the lecturer with non-English educational background in developing his English skills; (2) to explore the strategies applied by the lecturer with non-English educational background in developing his competencies (pedagogical, personal, social, and professional) in English teaching at UIN Alauddin of Makassar; (3) to explore the English students' perceptions towards the competencies of the lecturer with non-English educational background in English teaching at UIN Alauddin of Makassar; and (4) to measure the significance of the competencies of the lecturer with non-English educational background in reaching the objectives of English learning at UIN Alauddin of Makassar.

This research employed a mixed method research using Sequential Exploratory Design. This method was also a two-phase design. The qualitative data were collected first, followed by collection and analysis of quantitative data using Cresweel & Clark model. The study was conducted at UIN Alauddin of Makassar in Makassar, using purposive sampling where the research directly determined the research informants based on certain criteria. The instruments used to collect data for the research included observation, interview, and reading test, and documentation of the language teaching process inside or outside the classroom at the Faculty of *Tarbiyah*. The qualitative research in this study employs a case study design that was an intensive study of an individual or a social unit in depth where researchers tried to find all the important variables in the development of the subject. The quantitative research of the study applied the experimentation that was the one group pretest-posttest design to gain data on the students' learning achievement after conducting the qualitative research were measured using SPSS program version 17.0.

The results of the research found: (1) the lecturer with non-English educational background developed his English skills semi-auto didactically by attending the English course at the British Council in Cairo, and at the time he took a Master's degree in Australia; (2) the lecturer developed the competencies (pedagogical, personal, social, and professional) by mastering the teaching materials and managing the classroom well, and enriching his professional by participating in the regional, national, and international workshops and conferences; (3) the students were very fond of the way the lecturer taught English; (4) There was a significant relationship between the competencies of the lecturer and the objectives of English learning at UIN Alauddin of Makassar, which can be seen in the results of the data analysis in the pretests and posttests, in which the value of students increased at the



time of posttest. After being taught by the lecturer with non-English educational background, the average of the grade that students made was good. This can be seen at the time of the pretest and posttest retrieval where the student's score increased in the posttest. The mean score in pretest was 40.29 and increased in the posttest with 74.11. Then, the researchers concluded that the lecturer with non-English educational background is competent in teaching English at the Faculty of Tarbiyah at UIN Alauddin Makassar.

**Keywords:** *Lecturer Competencies, Lecturer with Non English Educational background, English Teaching.*

## **ABSTRAK**

ANDI MUKARRAMAH NAGAUELNG, Investigasi Terhadap Kompetensi Dosen Non Bahasa Inggris dalam Mengajarkan Bahasa Inggris: Studi Kasus di UIN Alauddin Makassar (dibimbing oleh Muh. Asfah Rahman, Haryanto dan Sahril).

Tujuan dari penelitian ini adalah: (1) untuk menyelidiki strategi dosen non pendidikan bahasa Inggris dalam mengembangkan kemampuan bahasa Inggrisnya. (2) untuk mengeksplorasi strategi dosen non pendidikan bahasa Inggris dalam mengembangkan kompetensinya (pedagogis, pribadi, sosial, dan profesional) dalam pengajaran bahasa Inggris di UIN Alauddin Makassar. (3) untuk mengeksplorasi persepsi siswa bahasa Inggris terhadap kompetensi dosen non pendidikan bahasa Inggris dalam pengajaran bahasa Inggris di UIN Alauddin dari Makassar. (4) untuk mengukur signifikan kompetensi dosen non pendidikan bahasa Inggris mencapai tujuan pembelajaran bahasa Inggris di UIN Alauddin Makassar.

Penelitian ini menggunakan metode penelitian campuran menggunakan Sequential Exploratory Design. Metode ini juga merupakan desain dua fase. Data kualitatif dikumpulkan terlebih dahulu, diikuti oleh pengumpulan dan analisis data kuantitatif.) Menggunakan model Cresweel & Clark. Hal ini dilakukan di UIN Alauddin Makassar di Makassar yang merupakan penelitian purposive sampling dimana penelitian tersebut menentukan secara spesifik informan penelitian yang diajukan pada kriteria tertentu. Instrumen yang digunakan untuk mengumpulkan data untuk penelitian termasuk observasi, wawancara, dan tes membaca, dan dokumentasi proses pengajaran bahasa di dalam atau di luar kelas di Fakultas Tarbiyah. Penelitian kualitatif dalam penelitian ini menggunakan desain studi kasus yang merupakan studi intensif dari individu atau unit sosial secara mendalam di mana peneliti mencoba untuk menemukan semua variabel penting dalam pengembangan subjek. Penelitian kuantitatif dari penelitian ini menerapkan eksperimen yang merupakan satu kelompok pretest-posttest desain untuk mendapatkan data pada prestasi belajar siswa setelah melakukan penelitian kualitatif diukur dengan menggunakan program SPSS versi 17.0.

Hasil penelitian menemukan: (1) dosen non pendidikan bahasa Inggris mengembangkan kemampuan bahasa Inggris mereka secara sem-autodidak dengan cara mengikuti kursus bahasa Inggris di British Council, dan pada saat dia mengambil gelar Master di Australia; (2) untuk mengembangkan kompetensi dosen non pendidikan bahasa Inggris di (pedagogik, pribadi, sosial, dan profesional) dalam pengajaran bahasa Inggris di UIN Alauddin Makassar, dia selalu berusaha untuk mengajar secara profesional dengan menguasai bahan ajar dan mengelola kelas dengan baik dan memperkaya keprofesionalannya dengan mengikuti work shop dan konferensi secara regional, nasional, dan internasional; (3) para siswa sangat menyukai cara dosen non pendidikan bahasa Inggris mengajar bahasa Inggris, mereka mengatakan bahwa jika dosen sangat ramah dalam mengajar; (4) Ada signifikan

antara kompetensi dosen non pendidikan bahasa Inggris dengan tujuan pembelajaran bahasa Inggris di UIN Alauddin Makassar, yang dapat dilihat dalam hasil analisis data dalam pretest dan posttests, di mana nilai siswa meningkat pada saat posttest. Setelah diajarkan oleh dosen non pendidikan bahasa Inggris, rata-rata siswa mendapat nilai yang bagus. Ini dapat dilihat pada saat pretest dan posttest retrieval dimana skor siswa meningkat dalam posttest. skor rata-rata dalam pretest adalah 40,29 dan peningkatan posttest dengan 74,11. Kemudian, para peneliti menyimpulkan bahwa dosen non pendidikan bahasa Inggris bersaing dalam mengajar Bahasa Inggris di Fakultas Tarbiyah di UIN Alauddin Makassar.

**Kata Kunci:** *Kompetensi Dosen, Dosen non pendidikan bahasa Inggris, Pengajaran Bahasa Inggris.*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with the background, problem statement, the objectives, the significances, and the scope of the research as can be presented as follows.

#### **A. Background**

The success of learning is inseparable from the lecturers themselves who teach a subject or a lesson. It means that a lecturer must be good at pedagogical, personal, social, and professional competencies in teaching their students due to the success of teaching and learning. Those competencies are urgent and must be possessed by a lecturer.

The lecturer is one of the elements of education managers in an educational institution. He/she directly involves in the learning process and must be able to manage the class, formulate the learning objectives, determine the learning materials, establish the method in accordance with the objectives of learning, evaluate the learning outcomes and other professional skills for the teaching and learning process. Lecturers are also the essential element in the learning process. Therefore, there is no doubt that the role of a lecturer's competence is very important for the success of the educational program. This is largely determined by the lecturer's pedagogical role and competence. This competency must be owned by a lecturer that will apply it directly in teaching the

students; and it will have an impact on students' learning achievement (Usman, 1992; Bailey, 2006).

Lecturers' competence is a combination of personal, scientific, technological, social, and spiritual capabilities that holistically establish the skills of standard professional lectures. These skills include the mastery of material, understanding learners, educational learning, personal development, and professionalism. In the perspective of the national policy, the Indonesian government has formulated four types of lecturer's competences, as stated in the explanation of the government regulation No. 19 of 2005 on the national standard of education, namely pedagogical, personal, social, and professional competence (Musfah, 2011).

Pedagogical competence is one of the determinant aspects of the learning success in a particular subject or the field of a study. Pedagogical competence is defined as the ability of lecturers in managing the learning activities, including understanding learners, designing and implementing the procedures of learning, evaluating the learning outcomes, and developing the learners' knowledge and behavior to actualize the variety of their potential skills (Mulyasa, 2009; Soepriyatna, 2012).

Pedagogical competence must be supported by the personal, social, and professional competences because it has a direct and cumulative effect on the learners' behavior including learning habits, discipline, learning desires and motivation. The meaning of personality here includes knowledge, skills, and attitudes. The personality displayed by the lecturer in the learning will always be seen, observed, and measured by the learners (Hamalik, 2000).

Based on the Indonesian constitution No. 14 of 2005 on teachers and lecturers competence in Article 7, the profession of educators and professions of lecturers is a specialized field of work undertaken by the following principles: a) Having talent, interest, soul calling, and idealism; b) Committing to improving the quality of education, faith piety, and noble character; c) Having an academic background qualification to suit field of duty; d) Having the required competencies by the task field; e) Having responsibility for performing professional duties; f) Earning the income determined by work performance; g) Having the opportunity to develop professionally with lifelong learning; h) Having a legal protection guarantee in implementing the task profession, and having a professional organization that has authority to regulate matters relating to the duty of profession in the education.

Thus, the lecturer's competence is an important element in the learning process, and it has a multi-role not only limited as a "lecturer" who transfers knowledge, but also as a guide in teaching to encourage potential, develop alternatives, and mobilize learners in learning. Therefore, lecturers have a complex duty and responsibility to reach the objectives of learning, where lecturers are not only required to master the science to teach but also have a set of knowledge and technical skills of teaching but also required to display the personal, social, and professional competencies.

In reality, some of the lecturers, who have educational certification, are less competent in teaching the field of study that they received to be taught. Some lecturers may also master the subject matter, but it is difficult for them to present and deliver the materials for the students. It is due to the lack of a training program for lecturers, who

are not yet adequate and equitable. This is a common-practice throughout any educational institutions in Indonesia. It does not mean that the lecturers do not have the professionalism in teaching, but they hesitate with pedagogical competence in the field of study that they teach. The lack of lecturers' pedagogical competence will certainly have an impact on the lowness of students' achievement (Anwar et al., 2007; Rinantantiet al., 2017).

The teaching of English as a foreign language (TEFL), since it has been taught, however, has encountered limited success. Several studies indicated that there had been problems in the teaching of EFL in Indonesia. The EFL has been considered less satisfactory due to the unqualified English teachers (Dardjowidjojo, 2000; Musthafa, 2001; Kam, 2004; Yuwono, 2005; Kirkpatrick, 2007; Soepriyatna, 2012). In another case, some lecturers may master the material, but they do not have a good personality. So, besides mastering the pedagogical competence, lecturers also must have a good personal competence. The personal competence will determine whether he will become educator and builder for good student protector or will become a destroyer for students' future especially for those who are still less experienced in the English learning and English mastering.

The knowledge and skills required to be a good EFL teacher in Indonesia has long been the concern of the Indonesian government. The government has made various efforts to improve the capabilities and skills of teachers. It is done to improve the quality of education in Indonesia. Such efforts, among others, are executing upgrading, workshops and training deemed necessary by teachers in improving the

quality of learning. Such efforts, however, apparently could not necessarily guarantee the improvement of teachers' abilities and skills as expected.

Another effort as a milestone of education reform in Indonesia is forming *Badan Nasional Sertifikat Profesi* (BNSP) in 2003. This department works to ensure the quality of competence and employment recognition in all sectors of the professional field in Indonesia through the certification process. With this department's program, it is expected that by 2025, Indonesia will enforce the recruitment of the employees based on their competence without regard to the educational background, including teachers and lecturers (bnsf.go.id, 2017).

A good English lecturer has become central issue in teaching English as foreign language. When language exposure is not much available outside the classroom, English teacher apparently has significant roles in the class. Effective and good teaching comes from effective teachers. At the same time, effective teaching is viewed differently between teachers and students. Rosenshine and Furst (cited by Williams and Burden, 2007) sum up factors contributing in effective teaching such as clarity, teacher enthusiasm, various activities, achievement-oriented behaviors, learning criterion material, acknowledgement and stimulation, lack of criticism, structuring comments, and guiding of students answer. From these factors, teacher becomes the central key of teaching process. The teacher has to set stimulated learning activities with encouraged guidance for students in the classroom. Moreover, from the students' point of view, the study of perception of 75 students in UK by Brown and McIntyre (by Williams and Burden, 2007) found that the elements of good teaching consisting of creating relaxed

and enjoyable atmosphere, retaining control, presenting interesting and motivating work, helping and encouraging students, developing personal, mature relationship with students, and showing personal talents and knowledge. The students look at the teachers not only as professional figure but also personal one. The teachers are expected to get more involved to students.

Characteristics of effective English lecturer may come up with various qualities. Allen (cited by Brown, 2007) listed the criteria of good English language lecturers as someone who has competent in teaching, love of English language, critical thinking, self-subordination, cultural adaptability and a feeling excitement. Then, good English lecturers may know not only what to teach and how to teach it but also understand how to build rapport among students. The lecturer's tasks are a lot from planning the lesson, selecting and preparing materials, executing the lesson and evaluating it. Besides, they need to manage classroom, give feedback to students and handle students' behaviors. They make decisions for their classroom over time. The decisions they make and the acts they do come from the values, norms and knowledge they believe. William and Burden wrote that teachers' beliefs about learning either implicit or explicit will influence what they do in the classroom even it is spontaneous or habitual (2002: 56-57). They even concluded that teachers' beliefs gave more influential on the way they plan the lessons and they apply classroom practice than lecturer's knowledge (56). Teachers' perception about learning, language and teaching determines everything they choose for the classroom and acts they behave to the students. The belief system and



perception they believe about the qualities of what makes a good lecturer may lead the lecturers to actualize them in their classroom actions.

When it comes to the concept of effective English language lecturer, it is natural for the lecturer to possess unique characteristics of the field as well as the general features of an effective lecturer (Steinberg and Horvath, 1995). Uniqueness of the subject is not supposed to define and determine the attributes of the English language lecturer. There is still no consensus on the determinants; therefore, an effective English language lecturer has numerous definitions and determinants in terms of different perspectives such as affective factors, classroom management, and field knowledge.

A good English lecturer with the background of English study program is an ordinary profession. However, a good English teacher without English education background is extraordinary. It will certainly be a very interesting phenomenon to be studied and made as a special case that deserves the serious attention from various parties. It is clear from all research results on this field that only focus on the competence of English teachers or lecturers who teach English with the background of English education only, regardless of how the competence of a lecturer with non-English educational background in English teaching is. This issue will certainly become a new issue in the research on lecturers' competence in teaching subjects that are not their field of educational background which is sometimes more competent than the lecturer in the field of subject teaching.

Based on the preliminary observation conducted at UIN Alauddin of Makassar on September 2017 through the observation of English teaching process inside the

classroom, the researcher found an interesting phenomenon when non-English study program background taught English subject smoothly, interactively, and communicatively, in fact, he studied Islamic philosophy. He graduated his S1 from the Al-Azhar University of Cairo, and he graduated his S2 and S3 from the UIN Alauddin of Makassar in the Islamic philosophy program. The researcher also interviewed some students and lecturers to confirm the case and to know their perceptions towards the lecturer with non-English educational background competences in English teaching. Most of their responses were positive towards the lecturer with non-English educational background competence in English teaching.

Although they have positive responses towards a lecturer with non-English educational background competencies, it does not mean that a lecturer is professional in teaching. There must be some factors involved in this phenomenon. Therefore, the researcher intends to investigate the way the lecturer with non-English educational background develops his English skills and his competencies in English teaching at UIN Alauddin of Makassar, and they need to investigate and explore this case by correlating the results to the students' perceptions and their English learning achievement through the mixed method design.

## **B. Problem Statement**

The students learning English with average achievement are assumed to be interrelated with the low competence of the lecturer at UIN Alauddin Makassar. Based

on the identification of the problems, the researcher formulates the research questions as follows:

1. How does the lecturer with non-English educational background develop his English skills (listening, speaking, reading, and writing) at UIN Alauddin of Makassar?
2. How does the lecturer with non-English educational background develop his competencies (pedagogical, personal, social, and professional) in English teaching at UIN Alauddin of Makassar?
3. What are the English students' perceptions toward a lecturer with non-English educational background competence in English teaching at UIN Alauddin of Makassar?
4. Can the lecturer with non-English educational background competencies significantly reach the objectives of English learning of the students at UIN Alauddin of Makassar?

### **C. Objectives of the Research**

Based on the research questions, the researcher formulates the purposes of this research as follows:

1. To investigate the lecturer with non-English educational background strategy in developing his English skills (listening, speaking, reading, and writing).

2. To explore the lecturer with non-English educational background strategy in developing his competencies (pedagogical, personal, social, and professional) in English teaching at UIN Alauddin of Makassar.
3. To explore the English students' perceptions towards the lecturer with non-English educational background competencies in English teaching at UIN Alauddin of Makassar.
4. To measure the significant of a lecturer with non-English educational background competencies reach the objectives of English learning at UIN Alauddin of Makassar.

#### **D. The Significances of the Research**

This research has some theoretical, methodological, and practical significances as follows:

##### **1. Theoretical Aspects**

This research is expected to give contributions to the theoretical aspect especially giving comprehension to the concept of lecturers' competence which is useful for the success of English lecturer' teaching as well as the reference material for the further researchers who intend to study especially lecturer with non-English educational background competencies.

## **2. Methodological Aspects**

Methodologically, this study examines an in-depth of the root of the problem of the competence of lecturer with non-English educational background at UIN Alauddin of Makassar in which, of course, this information will be presented in more detail and comprehensively about the causes and solutions to the lecturer competence problems in order to improve and develop the lecturer competence by comparing it to the lecturer with non-English educational background competence and to achieve the goal of English learning outcomes more effectively.

## **3. Practical Aspects**

The results of this research are practically expected to;

- a. be used as a reference for English Lecturer at UIN Alauddin of Makassar in improving their English skills through the lecturer with non-English educational background strategies;
- b. be as a guide for the English lecturers in improving their competence to be more successful in teaching English for ELT learners;
- c. be as information to the faculty and university to improve and develop the ELT lecturer's competence through various activities; and
- d. hopefully to give contribution as a model of developing lecturer with non-English educational background competencies in English teaching.

### **E. Scope of the Research**

This research, by discipline, is under the study of applied linguistics. It is specified on the English lecturer in improving their teaching skills and competencies especially the lecturer with non-English background. By content, this research emphasizes the strategy of lecturer with non-English educational background to develop his competencies.

By activity, the researcher have investigated the lecturer with non-English educational background strategy in developing his English skills and his competence to be successful in teaching and to explore English students' responses towards the lecturer with non-English educational background competence in English teaching and students' learning achievement through conducting the observation, interview, field note, documentation, and English testing related to the lecturer with non-English educational background teaching activity inside the classroom and in the campus.

By location, this research has been conducted at English Education Department of the *Tarbiyah* Faculty of UIN Alauddin of Makassar in Samata, Gowa Regency of South Sulawesi.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter deals with the review of literature which consists of previous related findings, some pertinent ideas of lecturer's competence, strategies in developing lecturer's competence, and response. It also deals with the conceptual framework.

#### **A. Previous Related Findings**

Some researchers have conducted research dealing with an English teacher or lecturer's competence, students' perceptions toward lecturer's competence, and the use of the research methodology design as in the following:

Akhyak, et al. (2013) conducted research entitled "Implementation of Teachers Pedagogy Competence to Optimizing Learners Development in Public Primary School in Indonesia." They found that the implementation of teachers' pedagogy competence to optimizing learners' development in public primary school in Indonesia seems that the teachers have made serious efforts in the development of the intellectual, emotional, and moral to learners. The results show that the four aspects of teacher competencies should be concern when conducting a research on teacher's competencies. The recent study will explore the four aspects of lecturer with non-English educational background competencies.

Besides, Aziz & Akhtar (2014) highlighted teachers' experiences through a survey study entitled "Impact of Training on Teachers Competencies at Higher Education Level in Pakistan" to compare the competencies of teachers who have no training experience and trained teachers. To examine the competencies of both groups, they applied Teachers Competencies Measurement Scale. Three categories of competency: pedagogical, assessment & management, and research competencies were made to measure the impact of the training program. The result revealed that the trained teachers in all of the categories were more competent than the teachers with no training experience. The study suggested that training program of this type should be continued to enhance the teachers' competencies and studies of teachers' competencies should be continuously undertaken to determine the immediate needs of teachers and prepare programs to facilitate their needs.

The study on the competence of teacher at higher education level was also conducted by Yüksel (2014) on her research entitled "Teachers of the Future: Perceived Teaching Competencies and Visions of Pre-service English Language Teachers." If Azis&Akhtar's study focuses on the competence of teacher in general by applying survey research approach, Yüksel, on the other hand, focuses her study on the competence of EFL teachers through a convergent parallel mixed-methods research design. Her study investigated how the 40 pre-service teachers of EFL in Turkey assessed their teaching competencies and how they projected themselves as teachers in the future. The result of the quantitative data revealed that the teachers' perception regarding various teaching competencies was similar and they felt that they were



competent enough in teaching, yet they needed further assistance in the classroom management. The qualitative data, on the other hand, indicated that the participants would possibly apply the constructivist approach to language teaching. The findings suggest that participants developed their professionalism through being up-to-date and keeping up with the changes and innovations while practicing as a teacher. The teaching styles preferred by the participants were the teacher as a facilitator, as the guide and a delegator. While the learning environment characteristics proposed were comfortable, non-threatening, stress-free and democratic. With regard to instructional design principles, the participants mentioned that the learner's variables like interest, age, and need were as essential points to be taken into account in designing syllabus besides being authentic should be the primary quality of useful classroom material.

Other researchers, e.g. Richard (2011) in his article entitled "Exploring Teacher Competence in Language Teaching" stated that any attempt to characterize the nature of quality, expertise, professionalism, or effectiveness in language teaching is liable to the charge of different kinds of bias, since it is bound to reflect understandings that are shaped by culture, by context, by individual belief and preference as well as by limitations in our present state of knowledge. It is in line with what was stated by Bin-Tahir & Rinantanti (2016) in their research entitled "Multilingual Lecturers' Competence in English Teaching at the University of Iqra Buru, Indonesia", they found that 1) the multilingual lecturers have high competence in personal and social, while the lack of their pedagogical and professional competence has been reinforced by their good intercultural and emotional competence; 2) the main factors that influenced the

multilingual lecturers' competence were educational background, experiences, social interactions, and cross-cultural communication; and 3) the students mostly evoked positive perception toward the multilingual lecturers' competence in English teaching.

Rinantanti, et al. (2017) who have conducted other research, entitled "Perception of Senior High School EFL Teachers in Papua, Indonesia towards their Competence" found that the EFL teachers perceived that their competence was good. As the majority of the respondents (91.8%) contended that they possessed the good competence and only a few of respondents (8.2%) claimed that their competence was very good. None of the respondents asserted either they have poor or fairly good competence.

Those research findings related to the recent study in the field of teacher/lecturer competence, perception, and the measurement of experienced and non-experienced teacher. Most of them still focus on the EFL lecturer's competence in English teaching and consider it as an ordinary profession based on their expertizing, except Bin-Tahir & Rinantanti who explore the non-English lecturer competence through the multilingual lecturers' competence. The recent study differs from those studies in the lecturer with non-English educational background competence in English teaching, focusing on one informant to be more in-depth study, and in the employing of research method that is mixed method research consisting of a case study design and experimentation through one group pretest-posttest design.

## **B. Pertinent Ideas**

This part deals with some pertinent ideas, including the concept of lecturer's competence, strategy in developing teaching competence, strategy in developing English skills, and students' responses.

### **1. The Concept of Competence**

*Competencies* derived from Latin word *competenti* which means to act, the scope of knowledge, abilities, and responsibilities for taking actions (Gnitecki, 2005). Also/Moreover, *Competence*, according to *American Heritage Dictionary of English Language* (2011: 286), is defined as the ability of an individual to do something well or efficiently.

The word '*competence*' first appeared in 1959 as a concept for performance motivation (White, 1959). The term then gained many attention forms (e.g. Educators, psycholinguistic, etc.), (Mulder, 2007). Competence became central to empirical studies dealing with the development of human resources and the productivity of education by (Klieme; 2004: Rychen & Salganik, 2000). The definition of the term has evolved based on the field that uses the word. In term of professional competence, it is defined as the summary of the key professional and personal skills and behavioral patterns those need to be owned and demonstrated for establishing the professional goals that can be achieved successfully and can be actualized in their tasks, works, and responsibilities.

Competence is the set of knowledge, skills, and experience required for the future, which is manifested in the activities (Katane,et al. 2006). Similarly, Gupta (1999) defines competence as knowledge, skills, attitudes, values, motivations, and confidence to be successful on the job. These definitions indicate the general competencies that must be owned by a teacher, and these can be divided into three domains, namely: field, pedagogical, and cultural competency.

Gonzales and Wagenaar define competence as “a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills and ethical value” (2005). This is in line with Deakin (2008:42) that comprehensively define competence as “a complex combination of knowledge, skill, understanding, values, attitudes, and desire which lead to effective, embodied human action in the world, in particulars domain.” To sum up, competence should be viewed as a holistic concept which combined knowledge, understanding and skills dynamically (Francesca et al., 2011). From this perspective, competence should be viewed as a holistic concept-the dynamic combination of knowledge, understanding, and skills (Francesca, et al., 2011).

Based on the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be owned, lived and ruled by a teacher or lecturer in performing the duties of professionalism. Competence is also the knowledge, skills, and values reflected in the basic habits of thought and action (Depdiknas, 2004). In other words, competence is the specification of the knowledge, skills, and attitudes of a person as well as its

application in work, by the required performance field. Meanwhile, Usman (1992) stated that the competence of teachers is a teacher's ability to perform the duties and is responsible for its actions. The above definition shows that an educator, teacher or lecturer should have four basic competencies, namely pedagogical, personal, social, and professional competence (Danim, 2010).

From the definitions above, it can be concluded that competence is an individual's ability, which includes a dynamic and complex blend of knowledge and understanding, skill, value, and attitude needed in performing respective task, duties, and roles well to achieve effective and efficient results. Măță, Cmeciu and Ghiațău (2013) highlight the term ability in the conception of competence here as it has more complex meaning because it includes a set of knowledge, skills, attitude and values, all of them partaking of a high degree of quality. This conclusion is in line with Richards and Schmidt's (2002: 94) terminology of competence as "a description of the essential skills, knowledge, and behaviors required for the effective performance of a real-world task of activity." In other words, competence includes three significant elements namely, knowledge, skills, and behavior that determine the effectiveness of performing an action (Soepriyatna, 2016: 39). Knowledge is an awareness of material or information that a person gets through the use of experience, book or any other medium and skill is the ability to execute a certain task, whereas attitude, demonstrate the personal will. So, competence is the combination of knowledge, skill, and attitude or behavior which leads to the individual being able to perform a certain task to a given level.

## 2. Types of Competence

In the Law of the Republic of Indonesia Number 14 2005 on Teachers and Lecturers, competence here includes the pedagogical, personal, social, and professional capabilities.

### a. Pedagogical competence

Pedagogical competence is the skill or ability of an individual in using a coordinated, synergetic combination of tangible resources (instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (knowledge, skills, experience) to achieve efficiency and/or effectiveness in pedagogy (Madhavaram & Appan, 2010).

Roelofs & Sanders (2007) expound that the pedagogical competence is the ability to create a psychologically safe learning environment for students, and Gliga (2002) claimed that it is often specified by law and tends to be used with the meaning of the minimum professional standard, which should raise a person in fulfilling a certain role of the teaching profession.

In Indonesia, pedagogical competence as mandated by the Indonesian's Law of Teacher and Lecturer (UU RI No. 14, 2005) refers to the ability of teacher and lecturers to manage the process of teaching and learning by mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; mastering the learning theories and educational principles of learning; developing a curriculum that relates to the lessons of teaching; organizing the learning; using technology, information, and communication for the improvement of teaching;

facilitating students' development to actualize various potentials; communicating effectively, emphatically, and mannered to learners; conducting the assessment of process evaluation and learning outcomes; utilizing the result of assessment and evaluation for the improvement of learning; and taking reflective action to improve the quality of learning.

One of the pedagogical competences mentioned is developing curriculum related to lessons. Like what was stated in Atmowardoyo et al. (2017) that one of characteristics of an effective EFL teachers is taught based on the curriculum and prepare a lesson plan. Lesson planning is a vital component of the teaching and learning process. It is a creative process that allows teachers to synthesize their understanding of second language acquisition and pedagogical language teaching with their knowledge of learners, curriculum, and context of their teaching. In planning the lesson, of course, the teachers should imagine what kind of learning they want to occur and analyze how all aspects of learning experience should fit together to realize the objective (Cullen, 2001).

There are a couple of benefits to writing a lesson plan. Firstly, it produces more unified lesson (Stronge, 2003). Secondly, it provides teachers the opportunity to think deliberately about their choice of lesson objective, the types of activities that will meet these objectives, the sequence of these activities, the materials needed, how long each action might take, and how students should be the group. Teachers can reflect on the link between one activity to the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and

assessment practices (Harmer, 2001). Thirdly, the lesson planning process allows teachers to evaluate their knowledge with regards to the content to be taught (Cullen, 2001). For instance, if a teacher has to teach a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Fourthly, possessing the lesson plan that the teachers have been made themselves will help teachers to be more confident (Tsui, 2009). They are clear on what needs to be done, how and when. The lesson will tend to flow more smoothly as all the information has been gathered and the details have been decided upon beforehand. Finally, Proper classroom planning will keep teachers organized and on track while teaching. Hence, it allows teachers to teach more and help students reach objectives more easily (Stronge, 2003).

b. Personality competence

Personality is the essential characteristic for an effective teacher. Teacher's personality competence can be defined as the ability of teachers to actualize himself or herself as a person who is steady, noble, wise and authoritative, and can be a role model for learners (UU RI No. 14, 2005). This competence encompasses the ability of a teacher in acting in accordance with religious, legal, social, and Indonesian cultural norms; actualizing himself or herself as an honest and noble person, and be a role model for students and community; presenting himself or herself as a steady, stable, mature, wise, and authoritative person; demonstrating a good work ethic, self-confidence and a sense of responsibility and pride in being a teacher; and upholding the teaching profession ethics code.



Moreover, Borg (2006) asserts that language teachers are required to have particular traits, such as having a sense of humor, being approachable, creative and interesting, flexible, motivating, and enthusiastic, being able to communicate freely and radiating positive feeling. Similarly, Brosh (1996), Murphy et al. (2004), Atmowardoyo, Ja'faruddin and Khaerati (2017) and Okpala & Ellis (2005) contend that desirable characteristics of an effective language teacher among others are fair to students by showing neither favoritism nor prejudice, being enthusiastic in teaching, caring for the students and their learning, being patient, polite, amiable, and friendly, open-minded, creative, enthusiasm, consistent and having the dedication to teaching. Likewise, Mowrer, Love, & Orem (2004) identify ten qualities; those are approachable, knowledgeable, enthusiastic, realistic, encouraging or caring, creative or interesting, accessible, effective communicator, flexible, or open-minded, and respectful.

Furthermore, teachers' personality is highly associated with establishing teachers-students relationship. Not only students should respect their teacher, but teachers should also respect his/her students. Dudley-Marling et al. (2006) contend that mutual respect is indispensable to be good teachers. Davis (2001) claimed that good relationship between teacher and students increase students' motivation and this could promote students' learning and enhance students' achievement.

Teachers' personal qualities are the most important attribute for effective teaching (Arend, 2004). In addition, personality competence traits of teachers play a significant role to generate effective teaching, develop a reciprocal relationship among teacher-student, urge transparency in appraisal, and avoid biases in term of gender,

race, religion, culture, and disability students' motivation (Docan-Margoni, 2009). In line with the relationship between teacher and students, Walker (2008) argues that "to maximize learning it is essential for teachers to develop a good relationship with their students because the rapport established between teacher and students determines the interest and performance level of students" (p. 66). Simply, an effective EFL teacher are patient, friendly, kind, and wise, forgive and advice students. (Atmowardoyo et al., 2017)).

c. Social competence

Social competence is the behavior in interacting with people, social environment and society. This in specific social situations leads to either positive or negative interaction with people, social environment, and society. The concept of social competence defines personal behavior and expresses in a broad sense adaptive and effective functioning of a person in certain social situations. Social competence can be defined as a capacity to coordinate adaptive responses flexibly to various interpersonal demands and to organize social behavior in different social contexts in a manner beneficial to oneself and consistent with social conventions and morals" (Bierman, 2004: 141).

Zwaans, Ten Dam, & Volman (2006) divided social competence into intra-personal and inter-personal. The former dimension comprises the attitudinal aspects of self-confidence and self-respect. While the later, dimension includes attitudinal elements regarding social values, such as respecting other people and being willing to take responsibility for relations with others.

Broderick and Blewitt (2010) highlight four classifications of foundational social competence. First, an affective process which includes empathy, valuing relationships, and sense of belonging. Secondly, a cognitive process which includes cognitive ability, perspective taking, and making moral judgments. Third, the social skills which include making eye contact, using appropriate language, or asking proper questions and the fourth high social self-concept which provides an understanding of how an individual conceives self-concept about others in specific contexts. Social competencies cannot be only perceived as affective or social processes; however, they are more complicated consisting of many various skills. Social skills, according to Reichard and Riggio (2008), represent a broader range of abilities that are most closely related to the construct of social intelligence. They include the ability to express oneself in social interactions, the ability of reading and understanding different social situations, knowledge of social roles, norms, and script, interpersonal of problem-solving skills, and social role-playing skills.

Specifically, the social competence of teachers is defined as the ability of a teacher in applying his or her social skills effectively to reach his or her goals in social interactions (Magelinskaitė, Kepalaitė & Legkauskas, 2014). Based on UU RI No. 14, 2005, social competence is defined as teacher's ability to be part of the community, including communicating and socializing effectively with students, fellow teachers, school staff and parents or guardian, and community. In other words, it is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment.

The social competence of the teacher as mandated by the Republic of Indonesian's law No. 14, 2005 includes behaving appropriately, acting objectively, and not discriminating based on gender, religion, race, physical condition, family background, or socioeconomic status; communicating effectively, emphatically, and politely with fellow educator staff, parents and your community; recognizing the culture of social diversity of the entire of Indonesia Republic; communicating verbally and in writing with your own professional community and other professions.

d. Professional Competence

Lecturer's professional competence can be defined as the teacher's ability to master the disciplinary area content and knowledge that must be taught. Professional competence is considered the central competency as it covers the other competencies (Hilferty, 2009; Brindley, 2002). For instance, in demonstrating the pedagogical competence, teachers must plan and conduct effective teaching as well as assessment activities. In demonstrating personality competence, then teachers must act as the roles models for their students. In demonstrating social competence, teachers must interact effectively with students, colleagues, and community. While in demonstrating the content knowledge competence teachers must show that they know multiple aspects of English language. In relation to this, Andabai (2013) claims that knowledge of the subject does not really mean understanding the history of English, but knowing what to teach and how to teach it, knowing who the learners, are, how to teach them, how to motivate them and above all, knowing when to teach and where to teach it.

In, addition, Bjekie, Zlatic, & Čaprić (2008) stated that professional competence is parallel to effective teachers that have a repertoire of best practices. According to Arend (2004), teachers have the diverse repertoire and are not a few pet practices. He adds that they are flexible performers that can avoid contrasting argument from the earlier or that intends to prove the superiority of one approach to another for example, inductive versus deductive teaching, the lecture versus discussion method on the use of phonic to teach reading versus a whole language approach.

Based on the teachers and lecturers law (2005), this professional competence encompasses mastering the material, concept, structures of the language, and scientific approaches that support the teaching subjects; mastering the standards competence and basic competencies of the teaching subjects; developing teaching material creatively; developing professionalism in sustainable reflective action; and utilizing information and communication technology to develop personally.

Key to professional development. Self-reflection, the key for professionalism development, is a valuable tool to help teachers be aware of how they are teaching, which in turn makes them better teachers (Marcos & Tillema, 2006). Teaching without reflections is blind teaching (Cox & Graham, 2009). It is teaching without having any knowledge of effectiveness. Therefore, self-reflection offers teachers an opportunity to think about what works and what does not work in their classroom. Teachers can use reflective teaching as a way to analyze and evaluate their practices, so they can focus on what *works*. Self-reflection is important because it is a process that makes them collect, record, and analyze everything that happened in the lesson so for improvements

in their teaching strategies where necessary. This is in line with Marcos (2006) that highlighted reflection as a way to raise awareness when teaching. Reflection is a method for self-assessment. If we do not reflect, then we are teaching “in the dark” without knowing if we are effective and if we should modify our teaching. According to Korthagen & Vasalos (2005), reflecting requires teachers to answer some questions such as: How do I interact with students? How do I respond when they ask questions? What kind of classroom atmosphere do I create? What kind of questions do I ask? Is my classroom spontaneous or is it predictable? Are my students involved? Why did not a lecture overwell? Why did a lecture work?

With regard to this, Burn (2009) explains that action research is related to the idea of reflective practice” and “the teacher as researcher. Action research involves taking a self-reflective, critical, and systematic approach to exploring teachers own teaching contexts. Action research aims to develop the teaching situation and the teacher-researcher. It is to generate findings that used within a specific context rather than findings applicable across many different situations. Although it is possible for a teacher to conduct action research by his/her own but collaboration is insisted as it helps overcome many of potential limitation to teachers doing research on their own: they have the opportunity to talk through ideas before implementing them in the classroom; they can get feedback on their intervention design, data collection plan, and analysis outcomes; and they can share drafts of written reports about their research process for responses from their colleagues.

As has been noted, professional competence can be stated as the core of teachers' competence because it comprises both pedagogy and knowledge of the subject being taught (Hilferty, 2009) and how teachers to behave (Brindley, 2002). Hence, this competence refers to the knowledge of subject matter that a teacher needs to master, as well as strategies for its delivery to students. Spinks et al. (2006), claim that this competence is the key competence of the teacher to be able to teach effectively.

### **3. Characteristics of a Good English Lecturer**

Defining good language teachers is a complex matter. Relevant discussions in the literature have converged around two types of sources: the views of authors offered in theoretical discussions, and the data of researchers obtained from empirical studies conducted with language teachers or language learners in various language learning contexts. Authors have offered a comprehensive theoretical overview of the characteristics of good language teachers according to language teaching theories. Harmer (2008, p. 23) mentioned that a good language teacher should have sufficient knowledge of the language and appealing information. They should also be passionate and enthusiastic in their teaching and be able to effectively explain the use of the language (e.g., grammar, pronunciation, and vocabulary) to students. Brown (1994, p. 428) believed good language teachers should have received "competent preparation leading to a degree in TESL" and be imbued with a "feeling of excitement about one's work." Brown also discussed the importance of understanding and adapting to different cultures and the desire to upgrade teaching skills. Both Kral (1988) and Shulman (1987)

emphasized the importance of teachers reflecting on their own teaching. Shulman considered it essential for teachers to look “back at the teaching and learning that has occurred” for it is through the processes of rethinking, analyzing, and reconstructing teaching steps that a “professional learns from experience” (p. 19). Similar ideas are also expressed by Boon (2011, p. 29), who discussed how teachers learn and grow from experiences through reflecting “carefully on what it is we do each day,” and by Tsui (2003), who mentioned the importance of reflecting and exercising judgment to face appropriate teaching challenges. Tsui (2003) also emphasized the importance of teachers’ skills, including how expert teachers conduct lesson planning, respond to classroom events, improvise during teaching, and solve problems that occur during teaching.

In this section, mostly cited four main features related to an effective English language teacher will be mentioned namely; socio-affective, pedagogical knowledge, subject-matter knowledge and personality characteristics.

#### a. Socio-Affective Skills

As in all other fields, it is crucial that teachers have some basic socio-affective skills to interact with their students and maintain the educational process effectively. These skills include a wide range of items such as motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students’ needs and providing a stress-free classroom atmosphere (Cheung, 2006; Shishavan and Sadeghi, 2009). In addition to these aspects, Foote, Vermette, Wisniewski, Agnello, and Pegano (2000, cited in



Wichadee, 2010) also state that the relationship between teachers and students is one of the most striking features. In their study, Arikan, Taşer and Saraç-Süzer (2008) also highlight the importance of establishing and maintaining positive relationships with students. Besides, when trying to find similarities and differences between his study and the existing literature, Borg (2006) maintains the significance of the relationship between the members of the process. According to his study, the socio-affective skills enable teachers to establish good rapport with their students as well as maintaining the process of education more effectively and successfully.

Another crucial point is what students experience, how they feel and how to approach their related problems in the process of teaching and learning. Feelings such as anxiety and fear, and other negative emotions are natural and expected parts of this process. Therefore, what is important for teachers is to create an environment in which their students can concentrate on learning in both cognitive and emotional levels. Moreover, socio-affective skills provide teachers with the opportunity to deal with what their students feel and experience in their learning process (Aydın, Bayram, Canıdar, Çetin, Ergünay, Özdem and Tunç, 2009). In other words, in order to be effective, teachers should combine their behavior with both their minds and emotions.

#### b. Pedagogical Knowledge

In order to conduct any kind of job properly, one should have the knowledge of how to do it. S/he should be aware of the procedures and the strategies to follow in the process, which is pedagogical knowledge. In his study, Vélez-Rendón (2002, as cited in Aydın et al., 2009) defines pedagogical knowledge as what teachers know about

teaching their subjects. He also claims that without pedagogical knowledge teachers cannot convey what they know to their learners. The results of the study conducted by Aydın et al. (2009) show that students prefer their teacher to have the knowledge of how to teach in order to deal with the affective domain. To deliver the content in the best way, an effective teacher needs both field specific knowledge and knowledge of how to present it (Brophy, 1991, cited in Aydın et al., 2009). Furthermore, Clark and Walsh (2004) emphasize the significance of pedagogical knowledge by claiming that it is a sophisticated form of knowledge hard to obtain, and not available to everyone that seeks it. Different studies refer to numerous dimensions of pedagogical knowledge such as providing students with an environment in which they can be relaxed in order to learn and produce well, guiding students, having the ability to organize, explain and clarify, as well as arousing and sustaining interest, motivating students, giving positive reinforcement, allocating more time to preparation and delivery, and teaching with effective classroom materials by integrating technology (Arıkan et al., 2008; Aydın et al., 2009; Borg, 2006; Cheung, 2006; Shishavan and Sadeghi, 2009; Yu-Hsin, 1999). In addition, effective teachers should basically have classroom management skills defined as practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur (Wong and Wong, 1998). The basic aim at maintaining classroom management is to create stress-free learning environments for both learners and teachers by lowering affective filter and raising motivation. Stress-free environments provide not only learners but also teachers with the relaxing

atmosphere to take part in the process willingly and to eliminate or at least minimize the fear of making mistakes.

c. Subject-Matter Knowledge

Another main area that attracts attention is the subject-matter knowledge which teachers should possess regarding their specific field. To make a general definition of this notion, Vélez-Rendón (2002, cited in Aydın et al, 2009) regards the subject matter knowledge as what teachers know about what they teach. Another study pointing out the significance of this knowledge type (Buchman 1984, cited in Aydın et al, in 2009) suggests the use of subject matter knowledge in different phases of the educational process such as using target language effectively in class, integrating lessons based on students' backgrounds and preparing effective lesson plans. In addition to these items, different studies contribute to the notion of the subject matter knowledge from different perspectives ranging from having knowledge of the target language knowledge concerning fluency, accuracy, lexicon and pronunciation to being knowledgeable on target culture (Borg, 2006; Park and Lee, 2006; Werbinska, 2009).

Subject matter knowledge enables teachers to make use of audio-visual materials when possible, guide students to get some learning strategies, teach a topic in accordance with students' proficiency levels, and watch and inform students about their progress in language learning. To highlight these aspects, Arıkan (2010) maintains that effective teachers should have the subject-matter knowledge to prepare appropriate lesson plans besides using adequate resources for content delivery. Shishavan and Sadeghi (2009) point out the importance of field knowledge of teachers as they are the

providers of knowledge in the process. Their study shows that one of the requirements of being an effective teacher is to have the mastery of the subject matter knowledge in their specific field. The more teachers have the subject-matter knowledge, the more effectively they teach and the more successful results will be obtained.

#### d. Personality Characteristics

People who work in any profession indispensably bring their personal characteristics in the working environment. This is also valid for teachers who not only are human beings but also deal with human. Therefore, in addition to the subject-matter knowledge or the pedagogical knowledge, teachers are also supposed to have some essential personal characteristics to teach effectively and to be successful in their profession. Malikow (2006) lists the personality characteristics most often cited by the studies conducted on what personal qualities an effective teacher should have as follows: being challenging and having reasonably high expectations, having sense of humor, being enthusiastic and creative. To this list, other studies have added being tolerant, patient, kind, sensible and open-minded, flexible, optimistic, enthusiastic, having positive attitudes toward new ideas, and caring for students as characteristics necessary for being an effective teacher (Cheung, 2006; Shishavan and Sadeghi, 2009; Werbinska, 2009). Clark and Walsh (2004) suggest that when teachers combine all of these expected characteristics in the profession, they can end up with a trusting relationship with their students.

#### **4. Developing Lecturer's Competence**

Quality teaching and student learning are tightly interconnected. Together they form two sides of a triangle. The third side of this triangle is often overlooked but it is also integral to teaching quality and student learning quality instruction and preparation for teachers. Unfortunately, all too often, the children who could benefit most from quality teaching children in low-income contexts, in crisis or conflict settings, in remote or remote geographical environments have little exposure to quality teaching.

Debetencourt et al. (2016) recommended 7 (seven) strategies to develop lecturer competence.

- a. Focus on teachers in low-income and crisis-affected contexts as professionals, learners, and individuals

As with any vocation, teachers need to develop strong identities as professionals. In addition to obvious factors such as recruitment, remuneration, and opportunities for advancement, teacher professionalism is also impacted by access to quality professional development (PD). It's hard to feel like a professional when you don't feel competent when you get no training or support when you teach children with severe academic and emotional needs and when you have no idea how to address these needs. But not simply any PD will do. As the guide notes, teacher professional development must focus on helping teachers employ "high-yield" instructional practices—formative assessment, feedback, clarity in explanations—that have shown direct, measurable impacts on student learning (Hattie, 2009).

- b. Develop, apply, measure and institutionalize standards for teacher professional development

It is already known from research what constitutes effective professional development. Despite this knowledge, within donor-funded humanitarian and development projects, there are no standards defining quality of professional development and too few qualified providers. Without a shared and codified understanding of “quality” professional development, teachers are often subjected to mediocre, and in some cases, malign professional development that does not help them and that in fact wastes their time and donor money.

- c. Create professional development opportunities that promote teacher collaboration

The research on teacher collaboration is unequivocal. Collaborating with colleagues and the culture of trust and knowledge sharing that collaboration produces has been linked to increased teacher effectiveness, improved student test-score gains (Kraft & Papay, 2014), and teacher willingness to adopt innovations (Granovetter & Soong, 1983). But collaboration does not happen *ex nihilo* people must have a reason to collaborate, be oriented on how to be a productive team and collaborative groups must, at least at first, be facilitated by a “more knowledgeable other.”

- d. Provide teachers with ongoing support

Teacher “support” is not monolithic, but rather a multilayered array of different types of assistance that help teachers successfully transfer learning from a professional development setting to a classroom setting. It can include administrative, instructional, resources, peer support, supervisory support and instructional support from a “more

knowledgeable other.” The research on ongoing teacher support notes that teachers who receive on-the-job support, guidance and feedback from supervisors or a trained support person apply new skills and strategies more frequently and appropriately and adopt a more diverse range of instructional practices than teachers who do *not* receive such supports (Showers & Joyce, 1996).

e. Invest in high-quality teacher educators

Teacher educators or teacher trainers, in- or pre-service, are often the weakest link in the teacher education ecosystem. Implementing agencies eagerly inventory the shortcomings associated with many teacher training colleges and ministry of Education-run in-service providers. But implementing agencies deserve their share of blame when it comes to unqualified teacher trainers. Teacher educators need the same skills as teachers among these are deep content knowledge; different models of instructional strategies and assessment practices; learning and development of children and adults; clinical and supervision skills; the ability to model effective instructional and assessment practices; the ability and disposition to coach and support teachers and hold planned or informal meetings with teachers; and the ability to support teachers through observations, feedback, modeling, workshops, coaching, and/or planned/informal meetings (Cordingley, et al., 2007).

f. Build instructional leadership at all levels of the educational system

School directors are second only to teachers as the most important school-level determinant of student achievement (Leithwood et al. 2004). They are responsible for the quality of teaching and learning in their schools. It is too often to see poor

instructional school leadership holding back teaching and learning. Schools in disadvantaged areas benefit tremendously when their lead learners, the head teacher, and the school director, ensure that teachers are in their classrooms every day, covering the syllabus at an appropriate pace, instructing students in developmentally appropriate and engaging ways, and attempting to apply to their classes the knowledge and skills gained through professional development activities.

- g. Use Information and Communication Technology (ICT) to provide access to content, professional development, and professional learning communities

Technology, radio, mobile phones, TV and the Internet—can offer teachers, even in low-resource environments, access to content, to curriculum, colleagues and a variety of learning experiences.

## **5. Strategy in Developing English Skills**

McMahon (2011) proposed 6 (six) strategies to develop English skills, they are as follows:

- a. Have a positive attitude toward learning: a good language learner knows that learning a language is enjoyable. Even if your goal is to pass a test or get a better job, try to remember that by learning English, you are entering a new world of possibilities in your life. It is hard not to be positive about that.
- b. Have a sense of humor and laugh at your mistakes: no one ever learned a new language without making mistakes. When we start learning a new language, we are like children. We have to try new words and see if they work. We have to be



free to experiment. You are always going to make mistakes. Try to enjoy the process and laugh at yourself once in a while.

- c. Actively seek out ways to use English outside of class by attending social events, reading the newspaper or listening to the radio: Most of your English learning happens *outside* of the classroom. That's because the new vocabulary, pronunciation or grammar point that you learn in class has to be practiced if you want it to become natural. I highly recommend joining a meetup group or another social event. You can also immerse yourself in an English environment by only watching TV in English and reading newspapers in English.
- d. Take responsibility for your learning by asking questions and bringing new ideas to class: It is very important to work with an excellent English teacher, but ultimately, you are responsible for your own English learning. You need to be active with your English learning in class and outside of class. Ask questions if you are confused. If you want your teacher or English tutor to change the lesson format, don't be afraid to ask.
- e. Persevere with your English learning: When you are learning English, try not to become discouraged easily. Language learning is a process. It is an adventure! Don't expect perfection. When you make a mistake with a new word, get inspired to learn the correct word and make that word a part of your vocabulary.
- f. Be patient with yourself: Patience is crucial to your language improvement. Some people find it easy to be patient with others but hard to be patient with themselves. If that is a problem that you have, try to avoid comparing your

language skills with other people. Everyone learns in their own pace. Don't be your own worst enemy. Notice the small improvements and reward yourself.

Below are the strategies in developing English skills such as listening, speaking, writing, and reading.

#### 1) Strategy in Developing Listening Skill

There are theories that support the use of strategies for developing listening. Graham and Macaro (2008) conducted a study which has the aim of demonstrating that explicit instruction of strategies may facilitate the development of the ability. The study was carried out in England and the participants were French learners. They were a total of 68 lower intermediate French learners who were compared to a different group as well. They used materials in order to measure their listening performance and also self-efficacy questionnaires. The results of the study showed that teaching strategies improved not only the student's listening proficiency, but also the learner's confidence while listening.

A similar study was conducted by Carrier (2003). In this study, there was a group of the American high school ESL students who participated in a six-week training based on listening tasks instruction. During the sessions, the students were given the opportunity to practice the strategies which consider, for instance, note-taking and selective attention. The results of this study were similar to the ones showed by Graham and Macaro, putting in evidence the effectiveness of teaching strategies for the improvement of listening skills.

Given the modern studies about strategies for learning, the teaching of listening now focuses mainly on the skill as an application of multiple listening strategies and mental processes (Hinkel, 2006). Mewald (2007) described a theoretical framework used for the assessment of the test takers' listening competence in two dimensions: Direct Meaning Comprehension and Inferred Meaning Comprehension. The former, Direct Meaning Comprehension, consists of three strategies that aim the understanding of surface information which are explicitly stated on the sample. These strategies are "Listening for the Gist", "Listening for the Main Idea" and "Listening for Specific Information". The latter, Inferred Meaning Comprehension, deals with the understanding of implicit information that is not clearly stated on the sample. These strategies are "Making inferences and deductions based on information in the text", "Determining a speaker's attitude or intention towards a listener or a topic", "Relating utterances to their social and situational contexts" and "Recognizing the communicative function of utterances". For the purpose of this research, the only domain taken into consideration is Direct Meaning Comprehension, and based on the skills assessed on the listening part of the Key English Test, the strategies formally taught are "Listening for the gist" and "Listening for Specific Information". As described by Mewald (2007) the listening for the gist strategy focuses on the understanding of the general idea without listening carefully and not giving importance to details. Different from the previously described strategy, as the name states, listening for specific information focuses on the detailed information and important details.

However, for the purpose of understanding the details are not necessary for the listener to understand every word contained in the text.

## 2) Strategy in Developing Speaking Skill

Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; for the purpose of this article speaking strategies are those devices used by students to solve any communication problem when speaking in English. According to O'Malley and Chamot (1990), speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language".

One goal of a language learner may be to speak the foreign language in different oral exchanges and ultimately to be a competent speaker. For Hedge (2000), a competent speaker knows how to make use of speaking strategies. Hedge comments that: "These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully". These verbal and non-verbal strategies (e.g. verbal circumlocution, clarification, non-verbal mimicry, gestures, etc.) may be used to compensate for a breakdown in communication or for unknown words or topics, and they may also be used to enhance effective communication. Speaking strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. However, there is disagreement as to whether or not to teach speaking strategies.

Kellerman (1991) advocates against such training and believes that learners can transfer these strategies naturally from their native language to the target language.

It is my belief that students should be given this kind of training in language classes because they do not necessarily transfer L1 (first language) skills to the L2 (second language). In a previous study (Méndez 2007), I argue that learners tend to remain silent or rely on the teacher to compensate for unknown vocabulary or grammar structures. In this same study, when ten learners were audio-recorded performing speaking tasks before training, only two made use of a speaking strategy, thus indicating that learners may not always transfer L1 knowledge to L2. A study carried out in the Mexican context by Mugford (2007) reveals that learners and even teachers are not prepared to deal with some not so-pleasant communicative exchanges, including rudeness, disrespect, and impoliteness. Although this could be considered an unrelated topic, Mugford argues that students should be taught speaking strategies so that they may be able to communicate realistically when interacting in English. In a recent study Nakatani (2005) showed that students who were taught speaking strategies made a significant improvement in their oral tests. The teaching of speaking strategies could complement teaching a foreign language and ELT training; however, in practice it seems that the teaching of speaking strategies may not be given enough importance. In order to support my argument, I will now analyze three research studies in the area of speaking strategies in different ELT contexts; all present positive results.

### 3) Strategy in Developing Reading Skill

Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. Teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). It is important to teach the strategies by naming the strategy and how it should be used, modelling through the think-aloud process, group practice, partner practice, and independent use of the strategy (Duke & Pearson, 2005).

#### a) Predicting

In order to be a good reader, learners should set a goal for their reading; therefore, good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003). It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding and comprehension (Duke & Pearson, 2005). Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and

key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary (Teele, 2004).

b) Visualizing

Another strategy that the good readers employ when comprehending a text is visualization (Adler, 2001). Visualization requires the reader to construct an image of what is read. This image is stored in the reader's memory. Teachers can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text.

c) Making Connections

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. -to-Text, Text-to-Self, Text-to- make connections. Students can make text-to-self connections through drawing, making a chart, or writing.

d) Summarizing

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). During the summarizing process, the students will be able to distinguish the

main ideas from the supporting ideas. Distinguishing the related knowledge from the unrelated ones is another point in the summarizing process which will readers to comprehend. Summarizing is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students.

e) Questioning

Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey & Goudvis, 2000). In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual prior knowledge. By using the student generated questioning strategy; text segments are integrated and thereby improve reading comprehension.

f) Inferring

Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004). Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey & Goudvis, 2000). Students



can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences.

#### 4) Strategy in Developing Writing Skill

Writing strategies are ways of controlling writing process to produce well-organized production crystallized by high quality. These strategies are cognitive and meta- cognitive procedures used to control the production of written language and to solve problems while writing. Writers shouldn't be passive when doing a writing task; they should be able to use some writing strategies in a flexible way to be strategic writer. Strategic writing is the ability to monitor and adjust writing during writing process. Writers who are not strategic often encounter difficulties in their writing (El Koumy, 1991). Calhoun & Hale, (2003) indicate that strategic writing is a thinking procedure for producing writing (cognition) or for controlling production (metacognition). Consequently, strategic writing is a link between cognitive and met- cognitive; that is to associate knowledge with thinking. Strategic writing techniques show writers how to discover their own ideas in a strategic method. The strategy requires an ability to conceive the future and create possibilities. A successful strategy is a mental discipline consisting of broad ranging, flexible and creative thinking.

There are three types of strategic knowledge needed for strategic writing. Declarative type is knowledge about what writing is and about structures, rules and conventions. One important aspect of strategic writing instruction is that it doesn't only stop at knowledge but also the procedural and conditional knowledge as well (Calhoun & Hale, 2003). Procedural knowledge is the awareness of how to transform a passive

construction into an active one. Conditional knowledge means knowing when it is wise to do that. These latter two types of strategic knowledge actually come from using this knowledge to avoid passive construction while writing or revising. Students as writers should be able to distinguish between passive and active knowledge as well as applying the distinction between them in writing. They should make use of this knowledge in writing strategically. They should know how to monitor and control writing process. In this study, strategic techniques will be taught via instruction and practice.

The interactive nature of strategic writing is viewed in its main pedagogical feature. Strategies are not learned best by reading textbooks or by listening to teachers. The strategy must address a real concern and be constructed over time with diminishing amounts of teacher assistance and increasing amounts of students' self-control (Calhoun, & Hale, 2003). To this end, the researchers recommend a four-step instructional process which students are familiar with.

These steps are as follows: 1. Identifying strategy worth teaching. 2. Introducing the strategy by modeling it. 3. Helping the students to try the strategy with assistance. 4. Helping the students work toward independent mastery of the strategy through repeated practice and reinforcement.

In step one, identifying strategies worth teaching means looking for strategies that are most likely helpful for students who are known as struggling writers. Using such strategies may help students overcome their writing difficulties via talking to those students about their fears of writing and how to overcome these fears, knowing their weakness in writing and trying to treat this weakness. Step two, introducing

strategies by modeling them means speaking about thoughts while writing, calling a particular attention to the intended strategy asking students to compose a similar piece of writing in connection with the writing the teacher is doing. Step three; helping students to try a writing strategy with teacher assistance is best done in a writing workshop environment. Step four, helping students to write independently through repeated practices and reinforcement means giving students opportunities to strategy many times with describing amounts of writing strategies (Jin & Kahlén, 1997).

## **6. Perception**

### **a. Definition of Perception**

The term “perception” etymologically derived from the Old French Language “perception” and literally referred to the collecting rents by feudal landlords (Barnhart, 1988). While the term *perceptio, percipio*, derives from Latin according to Schacteris “the organization, identification, and interpretation of sensory information in order to represent and understand the environment” (2011: 64). Sensory information is information that the brain collects from the senses (taste, smell, sight, hearing and touch). The information is collected from the receptors and then sent through the neural pathways to the brain, where it is processed so it can be understood.

Based on the Digital Edition of Collin English Dictionary, “perception” is defined as the process of perceiving something with senses. These senses include: sight, hearing, touch, smell and feel, as well as taste. Still based on this dictionary, “perception” can also be defined as the act or effect of perceiving insight or intuition

gain by perceiving the ability or capacity to perceive. While Wang defined it as “a set of internal sensational cognitive processes of the brain at subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind” (2007: 2). From the definitions above, it can be concluded that perception is the recognition and interpretation or understanding of events, objects, and stimuli through the use of senses like hearing, touching, smelling, feeling and seeing. Perceiving includes how person response to the information. Accordingly, it can be formulated that perception is as a process where sensory information can be taken from the environment and can be used in order to interact with the environment. Perception allows us to take the sensory information in and make it into something meaningful.

There is a very close relationship between perception and attitudes. If perception is the use of mind or the senses to comprehend or understanding a person’s surrounding, the attitude, on the other hand, is the person actual feeling or a way of thinking about something or someone based on their perception (Pickens, 2005). So, perception is the bases of someone in reacting toward something or someone. Perception affects behavior (Atweh & Cooper, 1998; Warburton, 2004; Cillessen & Lafonta, 2002).

#### b. Factors influencing the perception

There are many factors raise to shape and deform perception. These factors can lie in the perceiver, in the target or object being perceived and the situation or context in which the perception is made (Robin et al, 2003). The factors that derives from the

perceiver, for instance, when an individual looks at an object and then tries to interpret what s/he sees, the interpretation is heavily affected by personal characteristics of the individual perceiver. The relevant personal characteristics of the perceiver that affect perception are attitude, motives, interest, experience and expectation. The characteristics of the target that is being perceived such as novelty, motion, sound, size, background, and proximity as well as similarity can affect what is perceived. While the background which people observe objects is important, these backgrounds among others are the time, the work setting and also the social setting.

With regards to the factors that influence the perceptions, Rao et al., (2009), classifies them into the internal (endogenous) and external (exogenous) factors. The former, is the factors that exist in perceiver concern. This include the needs and desires, the expectancy, the motive or interest of individual, the individual personality, and also the individual experience and knowledge. The needs and desires of individual play the vital role in perception, whereas the individual experience and knowledge serve as the basis for it. The later, on the other hand, is the factors that derive from the outside of the perceiver. In other words, these factors related to the characteristics of the perceive object, an event or a person. These among others include the size, intensity, frequency, and the status. To be brief, there are two classification factors affecting the personal perception. They are endogenous and exogenous factors. The endogenous factors are the factors reside within the perceiver her/himself and the exogenous factors are the factors that derive from the outside of the perceiver.

Perception is described as cognitive process in theoretical studies. Through the perceptual process, people expand information about properties and elements of the environment that are significant to survival. The perceptual process is the series of psychological steps that a person applies to organize and interpret information. Generally, psychologists mention that there are four steps of the process of perception. They are: stimulation, registration, organization, and interpretation.

### C. Conceptual Framework

The figure below explains the conceptual framework of the research as it can be presented in the following:

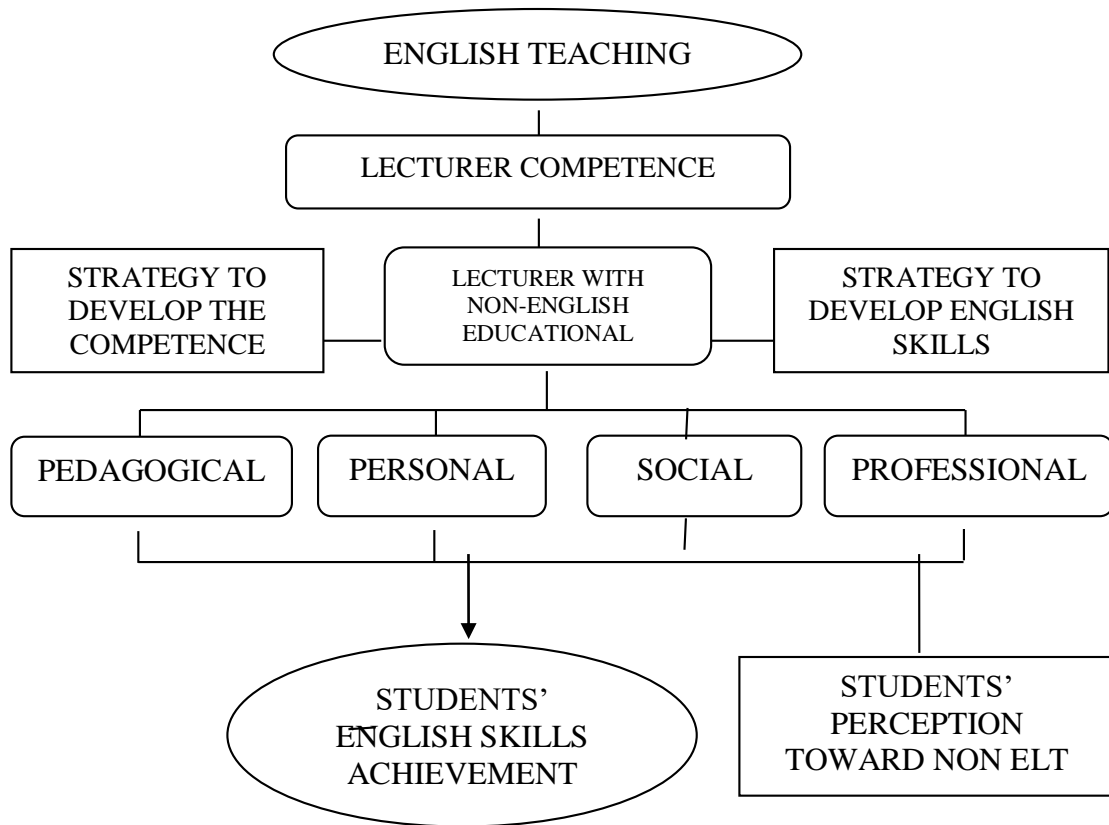


Figure 2.1: Conceptual Framework

## CHAPTER III

### METHOD OF THE RESEARCH

This part deals with research design, research variable, research informant, research instrument, the procedure of data collection, and technique of data analysis.

#### A. Research Design

This research applied mixed method design using Sequential Exploratory Design. This method was also a two-phase design. The qualitative data were collected first, followed by collection and analysis of quantitative data. The purpose of this design was to develop an instrument (such as a survey), to develop a classification for testing, or to identify variables. Using the information from journals or diaries to develop an appropriate survey to administer to a larger sample would be an example of this design (Cresweel & Clark, 2007; Creswell & Creswell, 2017). The design of this research can be described as follows:

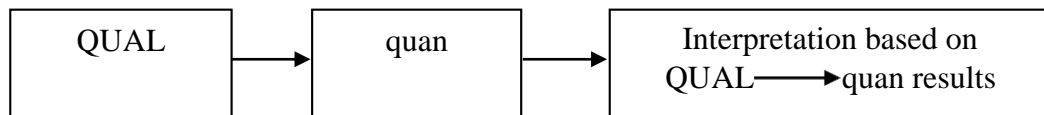


Figure 3.1: Research Design

The qualitative research in this study employed a case study design that was an intensive study of an individual or a social unit in depth where researchers tried to find all the important variables in the development of the subject. This requires detailed

study in collecting data on the current subject, experience, the environment, and how these factors relate to one another (Donald, et al. 2007).

Case study, also called naturalistic method (Sugiono, 2012), is done in natural conditions. However, case study is also known as ethnography method. At that time, it is widely used in the field of cultural anthropology. In addition, case study was also called qualitative method. The reason for this was that the data developed were not manipulated and the presence of the researchers does not affect the dynamics of the object.

A case study was an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities you would encounter in the workplace. Case studies are used to help to see how the complexities of real life influence decisions. Analyzing a case study requires to practice applying the knowledge and thinking skills to a real situation. To learn from a case study analysis, researchers will be "analyzing, applying knowledge, reasoning and drawing conclusions" (Kardos & Smith, 1979).

According to Kardos and Smith (1979) a good case study will have the following features: 1) It is taken from real life (true identities may be concealed). 2) It consists of many parts and each part usually ends with problems and points for discussion. There may not be a clear cut off point to the situation. 3) It includes sufficient information for the reader to treat problems and issues. 4) It is believable for the reader (the case contains the setting, personalities, sequence of events, problems and conflicts).



The quantitative research of the study applied the experimentation that was the one group pretest-posttest design to gain data on the students' learning achievement after conducting the qualitative research. In other words, the quantitative data will strengthen the qualitative data.

### **B. Research Variables and Indicators**

The location of this research was the English Education Department, Faculty of Tarbiyah, Alauddin State Islamic University (UIN) of Makassar. The informant was the primary source of research data about the variables being studied. The informant of this study was one of the lecturer with non-English educational background in the English Education Department who teaches English. The secondary data sources obtained from the environment where the informant teaches English. Those data were obtained through observation, interviews with some lecturers of English Education Department, and students, as well as through learning documents.

The informant of this study was determined through a purposive sampling where researchers directly determined the research informant based on certain criteria by the purpose of this study obtained through the preliminary observation and interview on site (Sugiyono, 2013). The criteria of the informant were a lecturer, had the ability or skill in English, and teaching English subject.

The object of this research was the lecturer's pedagogical competence which was focused on the pedagogical competence of non-English lecturer, covering strategy of lecturer with non-English educational background to improve his English skill, the

ability of lecturer to plan and implement the learning program, diagnose the obstacles and problems faced by the students in learning, improve learning program, and how students' responses on the pedagogical and personal competence of lecturer with non-English educational background in improving students' English learning outcomes in English Education Department of UIN Alauddin of Makassar.

### **C. Instrument of the Research**

Data collection techniques were done to get the data contained in the research subjects. To obtain accurate data, researchers use several methods, among others:

1. Observation, namely data collection techniques conducted through observation and recording systematically to the phenomenon being studied. The observation of this research uses a semi-participant where the researcher involves in some activities and passive in some others. The observations in this study also use the semi-structured observations, i.e., there were some observation guides made by the researcher, and some of them were observed on site. This method aimed to obtain data about the competence of lecturer with non-English educational background in English teaching at UIN Alauddin of Makassar.
2. Interviews were tools for gathering information by asking questions orally to obtain oral answers as well. The type of interviews in this study also used a semi-structured interview; it means that this interview used a semi-structured question, but not rule out any new questions related to the research problem. This method was to obtain data on the lecturer with non-English educational background

strategy in developing his English skills, to gain data on the lecturer with non-English educational background strategy in developing his competence. Besides, the interview also aimed to know students' responses to the lecturer with non-English educational background competences in English teaching that were collected through group discussion and were analyzed descriptively.

3. Documentation was a means of obtaining data sourced from written data, such as laws and regulations, syllabus and lesson plans, student score achievement in every semester, etc. as supporting data for teachers' competence and students' learning achievement.
4. English testing through the experimentation in one group pretest-posttest based on the material had been taught by lecturer with non-English educational background to gain data on students' English learning achievement.

#### **D. Procedure of Data Collection**

The data in this research were collected through the following procedures:

Before deciding the respondent, the researcher conducted a primary study through an interview and observation which intends to know the informant who has the non-English background competence in English teaching and asking a group of students' perceptions towards the lecturer with non-English educational background. These were the procedure of getting research informant and participants.

In collecting data on the lecturer with non-English educational background strategy in developing his English skills and his strategy to develop his competence, the

researcher interviewed the participants such as the lecturer with non-English educational background himself, some lecturers at English Education Department, and students. The researcher also interviewed the students in group interview session to know their responses toward the competences of lecturer with non-English educational background.

The researcher participated actively in some activities, not in whole activities, to observe the ongoing process of teaching activities of students and teachers inside the classroom then write field notes in learning activities to acquire data on the strategy in improving and developing the lecturer with non-English educational background competence in English teaching. The researcher used a videotape recorded to obtain verbal and nonverbal of the teaching process and students' responses which later are confirmed and adjusted to field notes, and also the data from a volunteer assisted the researcher in the interview and observation section.

### **E. Technique of Data Analysis**

Data which had been collected through the interview, observation, questionnaire, field note, documentation, and test were analyzed qualitatively and quantitatively:

The technique of qualitative data analysis used the flow by Miles and Huberman (1994) suggested that there should be three concurrent flows of action: a) data reduction; b) data display, and c) conclusion drawing/verification. The procedures for analyzing data can be seen in the figure below:

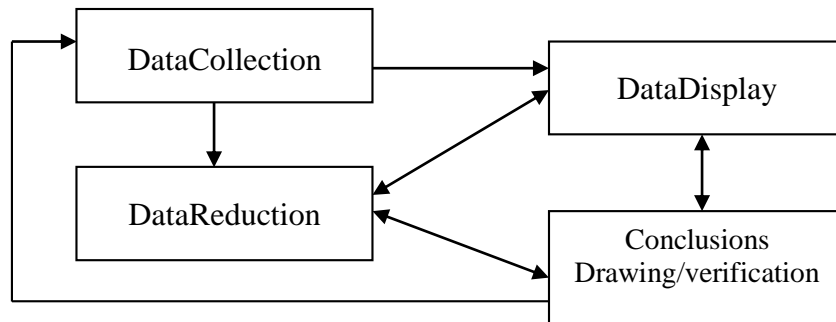


Figure 3.2 Flow of Qualitative Data Analysis  
(Miles & Huberman, 1994; Miles et al., 2013)

Data reduction was to summarize or to select the fundamental phenomena, to focus on the urgent categories, to find the gist of the theme. The process of data reduction and analysis should be a sequential and continuous procedure, simple in the beginning stages of the data collection, and becoming more complex as the project progresses. When doing field research, it should keep a critical attitude to the type and amount of data being collected, and the assumptions and thoughts that brought to this stage. Raw field notes often scribbled and full of abbreviations, and tapes of interviews or events need to be processed to make them useful.

Data display applied in the form of the table, figure or chart to organize and arrange the pattern of the component, so that it is easy to understand. Drawing verification of the temporal conclusions and it could be changed when there is no evident support in the further process of collecting data.

Concisely, all the primer data were reduced through the process of selecting, simplifying, abstracting and transforming data into the category based on the classification the data related to the lecturer with non-English educational background strategy in improving his English skills and developing his teaching competence, and

students' responses toward the lecturer with non-English educational background competence in English teaching. The secondary data from documentation was chosen accurately relate to the problem of the research. From now on, the primer and secondary data are prepared as arrangement information to make ease in concluding and verification data that could answer the research questions. The qualitative data of observation and interview in the process of teaching was explored descriptively to strengthen the data on the interview or vice-versa.

The quantitative data of the study had been analyzed using SPSS program Version 17 to see the quantitative data on students' English testing achievement before and after learning English that been taught by lecturer with non-English educational background. The researcher have calculated the score descriptively and compare the mean score of students' achievement in the pretest and posttest to see the different between the score in both pretest and posttest. The scores of students' achievement had converted based on the Faculty of Tarbiyah scoring classification as follows:

Table 3.1 Scoring Classification

Score	Symbol	Classification
86 – 100	A	Excellent
76 -85	B	Good
66 – 75	C	Average
56 -65	D	Poor
< 55	E	Very Poor

(Source: Panduan Penilaian UIN, 2015)

The scores gained from the experimentation were confirmed also to the achievement of the English learning goals based on the syllabus of Tarbiyah Faculty.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the results and discussions based on the research questions. Those results and discussions are presented in the following subtopic of this chapter.

#### **A. Findings**

This part deals with the results based on the research questions. Those results are presented in the following subtopic of this part.

##### **1. Description of research object**

###### **a. English learning at UIN**

Alauddin State Islamic University or Universitas Islam Negeri Alauddin (UIN Alauddin) is a state university located in Makassar, South Sulawesi. The name *Alauddin* originates from the name of the first king of the Gowa Sultanate who converted to Islam, he changed his name to *Alaudin* and made Islam as the sultanate's official religion. With the change of the status from an institute to a university, UIN Alauddin Makassar experiences the development of five faculties to become seven faculties and one Graduate Program (PPS) based on the regulation No. 5 16 March 2006 issued by the Ministry of Religious Affairs, namely:

- 1) Faculty of Shari'ah and Laws
- 2) Faculty Tarbiyah and Education
- 3) Faculty Ushuluddin and Philosophy
- 4) Faculty of Adab and Humanities
- 5) Faculty of Da'wah and Communications
- 6) Faculty of Science and Technology
- 7) Faculty of Health Sciences.
- 8) Faculty of Economics and Business Islamic
- 9) Graduate Program (PPS)

This research was conducted in Faculty of Tarbiyah, department of Islamic Education (PAI). English is a general subject that the students should take in the first and second semester. It was hoped that by learning English, the students are able to enrich their knowledge not only from Islamic study but also from general study in acquiring knowledge and science.

b. Lectures without English Educational Background

There are around 30 lectures in PAI departments. All of them have an Islamic background education, but there are some of them that also have another education title that didn't come from Islamic background education. One of the lecturer was Dr. H. Erwin Hafid, Lc., M. Thi., M. Ed. with his philosophy and educational background from Cairo and Australia, he was also taught the English subject. This is because the number of lectures of English lecturer at UIN Alauddin was less particular in Tarbiyah Faculty. That was why even though his background didn't come from English



department, he was responsible to teach English language to the students. the following are the profile of Dr. H. Erwin Hafid, Lc., M.Thi., M. Ed.:

Erwin Hafid was born in Ujung Pandang (Makassar), 12 September 1974. He finished his elementary school in SD Muhammadiyah Mariso Makassar and SD No.6 Majene, then Tsanawiyah (SMP) in Darul Arqam Gombara boarding school and DDI Ulul Baruga Majene boarding school, and graduated his Senior high school from MAN-PK Ujung Pandang in 1992. He continued his study in Al- Azhar University of Cairo (Al-Azhar University by ICMI scholarship) at Usluhuddin faculty, Hadis Department and was graduated in 1999.

In 2004-2006, he continued his graduate program (s2) at IAIN (UIN) Alauddin Makassar for the same department. In 2006-2008, he got the scholarship from Ausaid and got his second master degree at Flinders University in Adelaide. And, he graduated his study for post graduate program in UIN Alauddin Makassar for Hadis Department in 2015.

Beside his formal academic study, he has done many library researches at WIEN University in Vienna Austria in 2015, financed by Ministry of religion of Indonesia. He involved in some student's organization, such as PPMI, MAN-PK, and as coordinator in Islamic study al-Baiquni (MAN-PK) of Makassar in Cairo.

- a) Translation of *Khilafah al insan baina wahyi al-aqliy* book by Dr. Abd. Maid Najjar, that was publish by Gema Insani Press, Jakarta in 1999.
- b) Translation of international seminar result "world peace", edited by azhar arsyad and published by Madyan Press, Yogyakarta in 2002.

- c) Writing journals in journal of Al-Fikr, Ushuliddin faculty of UIN Alauddin Makassar, journal of JICSA, and al-hikmah (published in UIN Alauddin Makassar)

Since 2001, he has become a lecture of Hadis in Tarbiyah and Teachery Faculty of UIN Alauddin Makassar

The main content of this section is the descriptions of the findings which emerged after conducting some phases of this research project namely: 1) The lecturer with non-English educational background strategy in developing his English skills (Speaking, writing, listening, and reading). 2) The lecturer with non-English educational background strategy in developing his competencies (pedagogical, personal, social, and professional) in English teaching. 3) The English students' perceptions towards the lecturer with non-English educational background competencies in English teaching, and 4) The significance of a lecturer with non-English educational background competencies reach the objectives of English learning. In every part, the researcher described the results which are found in every phase.

In gaining the data, the researcher used two kinds of instruments. They were observation and interview. The respondent of the observation and interview was one of lecturer with non-English educational background at UIN Alauddin who has been teaching English at the faculty of Tarbiyah. The following explanation described the results of the observation and interview analysis.

## **2. The Lecturer with Non-English Educational Background Strategies in Developing his English Skills.**

In exploring the lecturer's strategies to developing his English Skills and enhancing his competencies, the researcher conducted some steps: a) Determining the English quality possessed by lecturer with non-English educational background at UIN Alauddin; b) Investigating the implementation of lecturer with non-English educational background in developing his English skills and competence.

The observation and interview data were derived from language teaching and learning activities inside and outside the classroom in faculty of *Tarbiyah*. Data on approaches of language teaching were obtained from the observation, interview and video recording of the lecturer's interventions and classroom learning activities. Data were also obtained from the administrative documents, and field notes.

### **a. Developing His English skills**

Based on the observation and interview by the researcher, it is found that the English skill competence of the respondent was influenced by the language proficiency factor. Language proficiency means the ability of an individual to master English and be able to speak, read, and write in English (Renantanti, 58:2018). Related with the findings, it is clear that the respondent gain his skill mainly by auto didacted.

The data in Appendix 7 shows that lecturer with non-English educational background develops his English skills auto didactically. He has been very interested in English since he was in the high school, and profoundly when he took his S1 in

Cairo, Egypt. His English competence was developed by empowering some strategies, they are:

#### 1) Developing His Listening Skill

Based on the observation and interview results, it found some strategy of the with non-English educational background lecturer in enhancing his listening skill through the listening to the English songs and watching the English movie.

##### a) Listening to the English Songs and Watching the Movies

The data gained from the observation found that the lecturer with non-English educational background is used to listening to the English songs in his car while driving and also spent his empty space for watching the English movie from his laptop at the office. He argued that both habit could also improve his English skills in listening, pronunciation and vocabulary mattering. It could be seen in the extract below.

*“Untuk meningkatkan skill listening bahasa Inggris, saya senantiasa mendengarkan lagu-lagu berbahasa inggris, baik lagu yang dinyanyikan oleh native speaker ataupun yang bukan, dengan tujuan untuk membiasakan mendengarkan bahasa inggris, selain itu saya juga senang menonton film berbahasa inggris untuk meningkatkan kemampuan mendengarkan bahasa Inggris dan saya merasa hal ini sangat bermanfaat bagi saya”*

“To improve my English listening skill, I am used to listening to the English songs such the songs were song by a native singer or non-native singers that aimed to make me be accustomed to hear the English, besides, I loved to watch the English movies to increase my listening skill in English and I felt that this strategy is very beneficial for me”.

The extract above indicates that the habitual in listening to the English songs and watching the English movie were the effective strategy to develop the

English listening skill by hearing several of English dialect amongst the native and non-native speakers of English.

b) Interact with English lecturers and students

He is used to interacting with English lecturers and students at the campus using English. It aimed to practice his English such in listening and speaking. He stated that the pronunciation and spelling could be improves through interacting with others and could enrich the vocabulary mastery that will be always remembered.

*“Saya selalu mencoba berinteraksi dengan dosen maupun mahasiswa dalam bahasa Inggris di lingkungan kampus khususnya di fakultas bahasa Inggris agar memperkaya penguasaan listening saya dalam mengucap atau melafalkan suatu vocab atau phrase dengan baik dan benar”*

“I used to interact with lecturers and students with English in the campus environment especially in English education department area in order to enrich my listening skill in pronouncing and spelling the words or phrases well and correctly”.

The extract above shows that the interaction and communication habit will influence the listening skill by hearing the other people pronounce and spell the words or phrases. This strategy indicated that the learner who has an audio style is suggested to employ this strategy to practicing their spelling and pronunciation in English.

2) Developing His Speaking Skill

Some strategies found about his way in developing his English-speaking skill such from his learning background and the recent strategy.

a) Link with the native Speaker of English

During his study in Australia, he is floating his English teaching skills by hanging out with the native speakers of English where he gained a lot of new vocabularies and new experiences as well as good language teaching techniques.

*“Setelah mengambil S2 di UIN Alauddin saya juga pernah kuliah S2 di Australia mengambil Managment Pendidikan. Di Australia, disana saya banyak belajar bahasa Inggris dan pembelajaran bahasa Inggris.”*

“After taking a Master’s degree at UIN Alauddin, I also studied S2 in Australia taking Education Management. In Australia, there I learned a lot of English and learned English”.

From the extract above shows that a lot of language experience and language learning that he gained during his time in Australia. He really uses the opportunity while he is there to learn and improve his skills in language and teaching.

b) Interact with English lecturers and students

He is used to interacting with English lecturers and students at the campus using English. It aimed to practice his English such in listening and speaking. He stated that the pronunciation and spelling could be improves through interacting with others and could enrich the vocabulary mastery that will be always remembered.

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c) Listening to the English Songs and Watching the Movies

The data gained from the observation found that the lecturer with non-English educational background is used to listening to the English songs in his car while driving and also spent his empty space for watching the English movie from his laptop at the office. He argued that both habit could also improve his English skills in listening, pronunciation and vocabulary mastering. It could be seen in the extract below.

*“Untuk meningkatkan skill listening bahasa Inggris, saya senantiasa mendengarkan lagu-lagu berbahasa inggris, baik lagu yang dinyanyikan oleh native speaker ataupun yang bukan, dengan tujuan untuk membiasakan mendengarkan bahasa inggris, selain itu saya juga senang menonton film berbahasa inggris untuk meningkatkan kemampuan mendengarkan bahasa Inggris dan saya merasa hal ini sangat bermanfaat bagi saya”*

“To improve my English listening skill, I am used to listening to the English songs such the songs were song by a native singer or non-native singers that aimed to make me be accustomed to hear the English, besides, I loved to watch the English movies to increase my listening skill in English and I felt that this strategy is very beneficial for me”.

The extract above indicates that the habitual in listening to the English songs and watching the English movie were the effective strategy to develop the English listening skill by hearing several of English dialect amongst the native and non-native speakers of English.

He also often chatted and mingled with lecturers from English majors, shared his teaching experience with them and shared the information.

*“Iya, interaksi saya dengan dosen-dosen PBI sangat baik, di UIN ini ada program pembelajaran Internasional, jadi di situ anak-anak belajar apapun dia akan menggunakan bahasa Inggris, dan di situ lah biasanya saya berkolaborasi dengan dosen-dosen yang berhomebase di bidang pendidikan bahasa Inggris.”*

“Yes, my interaction with PBI lecturers is very good, in UIN there is an international learning program, so wherein the students learn anything he will use English, and that's where I usually collaborate with lecturers who speak in the field of language education English”.

The extract above shows that continuity in collaborating with lecturers in the field of English will also improve English language skills and teaching.

### 3) Developing His Reading Skill

From the interview results that he developed his English skills by subscribing the English newspaper since he was in Cairo, Egypt, because he deliberately subscribed in the sense that he must pay the subscription newspaper fee so inevitably he must read it and force himself to learn the English from the newspaper. It could be described from the interview results as follows.

*“Untuk meningkatkan bahasa Inggris, saya waktu di Kairo itu berlangganan koran berbahasa Inggris, karena saya memang sengaja berlangganan, dan setiap hari Koran itu diantarkan ke apartemen, jadi saya harus membacanya mau tidak mau harus saya baca biar saya tidak rugi berlangganan karena telah*



*membayarnya, itu juga sangat membantu saya untuk mengembangkan skill bahasa Inggris saya”*

“To improve my English, when I was in Cairo I subscribed to an English-language newspaper, because I had deliberately subscribed, and every day the paper was delivered to the apartment, so I had to read it so that I would not lose it because I paid it, it also helped me to develop my English skills”.

The extract above shows that to be able to do something there must be a very strong and forceful driver to change for the better. Similarly, in the acquisition of English where one must be forced to study it so that he is able to master the language. The habit to read the English newspaper, magazine, online news, comic, gossips, etc., will give effective impact in enhancing the reading comprehension and skill.

#### 4) Developing his writing skill

##### a) Took the English course

Another act to gain his English skill was by joined the English courses at the British Council in Egypt which he said that was very effective learning.

*“Waktu di Kairo itu saya juga sempat kursus bahasa Inggris di British Council yang lumayan baik sistem pembelajarannya dan berkawan dengan penutur asli bahasa Inggris/native,”*

“When I was in Cairo, I also had an English language course at British Council which was quite good in its learning system and made friends with native English / native speakers”.

From the extract above shows that to support the desire and compulsion in learning should be accompanied by coaching and learning so that the results obtained will also be good. As he has improved his English skills through education in good courses and strives to communicate in English, both by

practicing the language in communication with native or non-native speakers of English.

b) Took the TOEFL course

From the results of interviews with the lecturer with non-English educational background found that he graduated his S2 from Australia in education management majors. As we know that to study abroad, the result of TOEFL test of a participant must be high, and of course, it need the high skill to pass the test, so that he took the TOEFL course, and when he took the test he got 576 as the result of his TOEFL score.

c) Chat in English

He also often chatted and mingled with lecturers from English majors, shared his teaching experience with them and shared the information.

*“Iya, interaksi saya dengan dosen-dosen PBI sangat baik, di UIN ini ada program pembelajaran Internasional, jadi di situ anak-anak belajar apapun dia akan menggunakan bahasa Inggris, dan disitulah biasanya saya berkolaborasi dengan dosen-dosen yang berhomebase di bidang pendidikan bahasa Inggris.”*

“Yes, my interaction with PBI lecturers is very good, in UIN there is an international learning program, so wherein the students learn anything he will use English, and that's where I usually collaborate with lecturers who speak in the field of language education English”.

The extract above shows that continuity in collaborating with lecturers in the field of English will also improve English language skills and teaching. It indicated that the social media chat will help him to improve his writing skill.

#### b. The Teaching Competence Development

Teaching skills can be defined as discrete and coherent activities by teachers who foster student learning (Kyriacou in Renantanti 61:2018). Regarding the teaching skills, Kyriacou contend that for the teachers to have successful teaching skills thus crucially involve knowledge, decision-making, and action. Knowledge refers to the teachers' knowledge about the subject, learners, curriculum, teaching methods, the influence on teaching and learning of other factors, and knowledge about one's own teaching skills and decision-making refers to the thinking and decision-making that occurs before, during and after a lesson concerning how best to achieve the educational outcomes intended. While action, comprising the overt behavior by teachers undertaken to foster student learning. The distinction between these elements underpinning skills is extremely important. According to Kyriacou, the skillful instruction is the same as thinking actively as the actions can be observed. Developing the teachers' teaching skills is developing and expanding their knowledge of the decision they may take in a certain situation.

To developing the lecturer competence in teaching English at *Tarbiyah* found that the lecturer also mixed some strategies to support the success in languages learning as can be described in appendix 6.

The data in Appendix 6 shows that the lecturer with non-English educational background has some strategies in developing his competence to teach English subject, such as:

- 1) In purpose to develop his English language teaching skills he continues to teach English lesson, because he believe that by teaching English he also learn all the time.

*“Saya sangat senang mengajarkan bahasa Inggris, karena dengan mengajar saya juga belajar, dan bisa menambah skill saya dibidang bahasa inggris”*

”I really like teaching English, because by teaching I also study, and can improve my skills in the field of English”.

From the extract above shows that the best way to learn a science is to teach it. The more you teach a science, the more you will master that knowledge. Likewise in the mastery of English, namely in a very effective way is to teach it so that English is increasingly mastered

- 2) Before entering the class he taught his first learning materials that will be taught in theclassroom.

*“Silabus mereka yang diajarkan adalah structure jadi yah saya memang harus push diri saya untuk mempelajarinya lebih dulu sebelum masuk di dalam kelas.”*

“The syllabus they taught was structure so well I really had to push myself to study it first before entering the class”

From the extract above shows that his grammar ability is increasing *because* the English course focuses more on grammar so he will learn and master it before teaching it.

- 3) The lecturer with non-English educational background also routinely guides and tests students from PBI (English Education), where their thesis is full in English,

and when the exam also uses English, this activity also can improve his competence in English field.

*“Biasanya kan saya jadi pembimbing atau pengujinya mereka, jadi otomatis saya membaca skripsi mereka yang berbahasa Inggris”.*

”Usually I am their supervisor or examiner, so I automatically read their thesis in English”.

From the extract above shows that the ability of his English is also enhanced through the guidance in students of English department thesis so that his English is always being practiced.

- 4) He also often chatted and mingled with lecturers from English majors, shared his teaching experience with them and shared the information.

*“Iya, interaksi saya dengan dosen-dosen PBI sangat baik, di UIN ini ada program pembelajaran Internasional, jadi disitu anak-anak belajar apapun dia akan menggunakan bahasa Inggris, dan disitulah biasanya saya berkolaborasi dengan dosen-dosen yang berhomebase di bidang pendidikan bahasa Inggris.”*

“Yes, my interaction with PBI lecturers is very good, in UIN there is an international learning program, so wherein the students learn anything he will use English, and that's where I usually collaborate with lecturers who speak in the field of language education English”.

The extract above shows that continuity in collaborating with lecturers in the field of English will also improve English language skills and teaching.

- 5) In teaching English he often used the ICT, such as PowerPoint and connected directly to the internet to facilitate the process of teaching and learning.

*“Iya, semua materi saya, saya buat di laptop dalam bentuk word ataupun power poin, dan selalu menggunakan LCD pada saat mengajar di kelas”.*

“Yes, all my material, I make it on a laptop in the form of word or power points, and I always use the LCD when teaching in class”

- 6) In guiding the PBI students in writing their thesis and he usually collaborate with English lecturers
- 7) He is also active to join English research and seminars, surely this will further develop the competence in the field of English.

*“Kalau selama ini sih, kalau ada undangan mengikuti konferensi-konferensi, seperti baru-baru ini yang diadakan oleh UIN yaitu ICOLE saya juga ikut jadi presenter waktu itu. dan waktu membimbing tadi kan..? Membimbing ade-ade dari PBI yang skripsi dan semernarnya menggunakan bahasa Inggris full”.*

“If all this time, if there was an invitation to attend conferences, like recently held by UIN, namely ICOLE, I also participated in the presenter at that time and guiding the students from PBI whose theses and seminars use full English”.

The obstacles that he faced in learning English are pronunciations and structure, because he is not a lecturer of English, and not native. And indeed in some videos that the researcher took when he is teaching, there are some wrong pronunciations, and that he admit that he still has lack in pronunciation and spelling. Overall, he still makes some efforts in developing his English skills even he got the facilitation of his organ of speech, because it was the natural problem faced by the foreign language learners in their lately age.

### **3. The Lecturer with Non-English Educational Background Strategies in Developing his Competencies (pedagogical, personal, social, and professional) in English**

In this part, the researcher tries to answer the second of research question revealed to the lecturer with non-English educational background strategy in

developing his competencies (pedagogical, personal, social, and professional) in English. The answers aimed at describing the lecturer competence including pedagogical, personal, social, and professional in teaching English.

To know the competencies of the lecturer with non-English educational background, the observation and interview data were derived from language teaching and learning activities inside and outside the classroom in the faculty of *Tarbiyah*. Data on approaches to teaching language were obtained from observation, interview and video recording of the lecturer's interventions and classroom learning activities. Data were also obtained from the administrative documents, and field notes. All of the data were analyzed to see the teaching strategy of the lecturer with non-English educational background as can be presented in appendix 7.

The checkmark (√) in the table refers to the actions of lecturer with non-English educational background in the classroom, when he teaches English in his class. The data in appendix 7 shows that from the observation of the competence of lecturer with non-English educational background, the lecturer was categorized as competent in the teaching English. That show from more check marks indicating frequent positive actions in the classroom.

The aspects observed in supporting this research are: a. pedagogical aspects, b. personal aspect, c. social aspects, and d. professional aspect as can be presented as follows.

a. Pedagogical Competence

Based on the observation checklist results, the data could be presented in the following table.

Table 4.1 Observation Guideline of with non-English educational background  
Lecture Competence

NO.	Teaching Aspect	Categories				
		AI	S	R	MR	N
A. Pedagogical Aspects						
Before teaching						
1.	Preparing teaching material	√				
2.	Checking the students' preparedness in Learning		√			
Opening						
3.	Beginning the lesson on time		√			
4.	Greeting and motivating the students	√				
5.	Giving a perception between the previous and recent lesson			√		
6.	Explaining the competency of the present subject					√
Presenting the material						
7	Explaining the subject smoothly and ease for students to understand		√			
8	Considering the subject phases simultaneously		√			
9	Presenting the material based on the students' level			√		
10	Giving clear instruction		√			
11.	Using the appropriate method to the material and to the students' age and ability		√			
12.	Quick identification to the students' status			√		
13.	Showing the interest and enthusiasm in teaching	√				
14.	Presenting the appropriate learning activities and involving students in communication		√			



15.	Creating the interactive communication between lecturer and students	√	
16.	Adaptable with the learning atmosphere	√	
17.	Manage the classroom well	√	
18.	Using the good pronunciation, intonation, and accent	√	
19.	Using the media (tape recorded, laptop, in focus, and other resources)	√	
20.	Using vary ways to motivate the students in learning		√
21.	Teaching the subject that connected to the content		√
22.	Giving the accurate feedback	√	
23.	Recognizing the students' name		√
24.	Active in interaction with students	√	
25.	Building the students' initiative and creativity	√	
26.	Evaluating the learning process through role paly or presentation and discussion		√
27.	Identification to the students' needs		√
28.	Creating the good atmosphere of learning		√
29.	Fair in treating the students	√	
30.	An openness and accepted the students' critiques		√
31.	Giving the chances for students to ask questions		√
32.	Appreciating the students' questions		√
33.	Creating the cooperation and the appreciation among students		√
34.	Evaluate the students' achievement based on the competency standard to be achieved		√
35.	Using the result of evaluation for reflection and remedy		√
<hr/> Closing <hr/>			
36.	Asking the students to conclude the subject	√	
37.	Checking the students' understanding		√
38.	Giving instruction for the further task	√	

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39.	Ending the meeting on time	√
40.	Greeting the students	√

The table can be explained as follows.

a. Pedagogic aspects

1) Prepare well before teaching in classroom

From the observation, before teaching the lecturer always prepare well, preparing teaching materials, learning media, and classroom. Lecturers are also always enthusiastic about their readiness to learn or receive learning materials. Before starting the lesson, and after greeting, the lecturers first give motivation to the students, so the students excited in reaching his ideals. In conveying teaching materials, lecturers also tend to use a language that is easy to understand by students, sometimes lecturer combine English and bahasa so that students easy to understand what is being delivered by lecturer.

2) Close to the students

The lecturer is also very close to the students, he considers the students as his friends, and always willing to serve the complaints of students, therefore the students were very fond of him.

3) Control the class and use media when teaching

During classroom teaching, the lecturer was able to control the class and direct the students to the learning points. In teaching lecturer also always use the internet media, laptop and in focus, to facilitate the process of teaching and learning.

In teaching lecturer never choose love in giving tasks to students, lecturer also never sit still, he circled the students one by one so he easily finds students who do not focus or less understand about the ongoing learning.

4) Give motivation to the students

During teaching this lecturer was give more motivations to the students, he said if the value is not important in learning, the important thing is the achievement of our goal to understand the learning we are learn. Lecturer always gives tips to learn English easily from experience that he got.

5) Appreciate to the students.

In teaching the lecturer also highly appreciate to the students' questions, he received criticism from the students and tried to improve it. So the students really appreciate him. Based on observation, when the lecturer teach, and there is student give a good feedback he always say “*very good, good job for you*”, it can make the students more confident to learn English.

6) Objective

In his assessment is also very objective, he gives an assessment according to the competencies that students have added with the activity of students in the classroom. For students who get less value, lecturers also prepare their time for remedial exam.

7) Conclude the materials

After giving the materials, lecturer always invite students to conclude the material that has been studied and linked with the material of the previous

week. While inviting students to conclude the materials, lecturer also checks students' understanding. Before the farewell lecturer always gives the task to be studied at home independently or group. In the learning process, lecturers always close learning with greetings and on time.

The weaknesses of lecturer with non-English educational background when teaching English is when he has given a lot of motivation but is not heard by the students, but in general he never felt a failure in teaching. He said:

*“secara umum saya tidak pernah merasa gagal, tetapi kadang motivasi sudah banyak saya berikan, tetapi siswa merespon dengan lambat”.*

“In general I have never felt a failure, but sometimes I have given a lot of motivation, but students respond slowly”.

The strenghts of lecturer with non-English educational background is when he saw the students have motivated on what he said. And to defend it he always strives close to every student, so the students pay special attention to what he says, in addition to maintaining his success in teaching English he is still trying to improve his competence. Like the lecturer said;

*“Saya merasa sangat sukses ketika melihat mahasiswa termotivasi pada apa yang saya sampaikan. dan untuk mempertahankannya saya selalu berusaha untuk dekat pada mahasiswa agar mereka lebih memperhatikan”.*

“I feel very successful when I see students motivated by what I say. and to maintain it I always try to be close to students so that they pay more attention”.

*“Untuk mempertahankan kesuksesan saya dalam mengajar, saya tetap berusaha untuk meningkatkan kompetensi diri saya”.*

“To maintain my success in teaching, I keep trying to improve my competence”.

b. Personal competence

In his daily life this lecturer always performs his duties with full responsibility, teaches discipline to students ranging from himself. Although he always acts firmly, but he always shows the good people, polite, patient, wise, say good words, and authoritative. He wants to be friends with anyone, even with the students. It could be found on the table below.

Table 4.2 Lecturer's Personal Competence

NO.	Teaching Aspect	Category				
		AI	S	R	VR	N
Personal Competence						
1.	Be discipline and role model for the students	√				
2.	Responsible for the teaching and leaning	√				
3.	Good behave, polite, wise, and patient	√				
4.	Act decisively		√			
5.	Do not speak and act sarcastic	√				

Therefore, this lecturer is highly admired by students and other lecturers. Though he was clever but he never boasted. His duties are always done on time and full of responsibility. His personal competence made the lecturers and students feel possitive toward his personality. This was the good chance and opportunity for leturers' successful in teaching. It suggested by the interview results with some of his friends who stated that;

*“Pak Erwin itu memang orangnya disiplin sejak bersekolah di MANPK dan ia selalu bertanggung jawab dengan apa yang diperbuatnya, ia jua baik dan sopan kepada semua orang”.*

“Pak Erwin is a discipline person since he was at MANPK school, he is always responsible for what he did and he has good behavior and polite with other person”.

c. Social competence

In social life, this lecturer is able to communicate and cooperate well with fellow colleagues, supervisors, superiors, students, even against others around him. Based on the observation of the researcher, the lecture was friendly enough to the people around him, specially his colleagues. It also proved by the statement of his students as wise and good lecture.

Table 4.3 Lecturer's Social Competence

NO.	Teaching Aspect	Category				
		AI	S	R	VR	N
Social Competence						
1.	Good communication with the colleague, staff and students		√			
2.	Establishing the rapport with the supervisors, colleague, lecturers, staffs, and students		√			
3.	Well known and recognized his language identity		√			
4.	Have the social role in the society around him		√			
5.	Can adapt with the situation else where	√				

Another positive aspect in his social life related with the activeness of the lecture in the society around him. He is very active to follow the activity undertaken by the community around and he can adapt to the environment wherever he is assigned. It suggested by the interview results with some of his students and friends who stated that;

*“Pak Erwin itu orangnya mudah bersosialisasi dengan semua dosen, staf, dan mahasiswa dan rajin berkomunikasi dengan orang lain sehingga dihormati oleh semua orang di kampus”.*

“Pak Erwin is an easy going person to socialize with other lecturer, staff, and students, he is also diligent to communicate with other to establish the rapport so he was respected by the citizen of the campus”.

The extract above shows the good communication of the non-English educational background lecturer with his colleague and all academic citizens at UIN Alauddin of Makassar, he also has a role and good rapport at the campus and he can adapt with the situation at the university.

d. Professional Competence.

In teaching this lecturer is very professional, he mastered the teaching materials well before entering the class, he also mastered the concept and mindset language also standard competence and basic competence of English subjects.

Table 4.4 Lecturer’s Professional Competence

NO.	Teaching Aspect	Category				
		AI	S	R	VR	N
Professional Competence						
1.	Mastering the subject been taught	√				
2.	Mastering the standard competence in language teaching		√			
3.	Mastering the basic competencies in English teaching		√			
4.	Developing teaching material effectively		√			
5.	Developing his professional teaching continuously		√			

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6	Employing the information and communication technology	√
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In teaching English, he also often develops the teaching materials, and always utilizes information and communication technology to develop them.

In developing his professional in a sustainable manner, this lecturer often reflects and attends seminars in regional or abroad. It suggested by the interview results with him who stated that;

*“Peningkatan profesional saya lebih berkembang ketika berada di Australia melanjutkan study yang mana saya sering mengikuti konferensi internasional yang diadakan di sana dan kebiasaan itu masih berlanjut hingga kini ketika berada di UIN Alauddin dimana saya kerap mengadiri konferensi internasional yang diadakan di Indonesia maupun di luar negeri. Selain itu, saya juga sering mengikuti workshop yang dilaksanakan secara regional, nasional, maupun internasional”.*

“The development of my professional comtence has encreased when I was in Australia, I used to attend and participate in the international conference held by the university and this habit still continue when I am at UIN Alauddin, I am used to attending the conference. Besides, I often join and participate in the regional, national, and international workshop”.

The extract above shows the sustainability of the lecturer to develop his professional competence by participating in the regional, national, and international conference or workshop.

#### **4. The English Students’ Perceptions towards the Lecturer with Non-English Educational Background Competencies in English Teaching.**

In this phase, the researcher tries to answer the third of the research question. The aim of this question was to decide the student’s perception towards the lecturer



with non-English educational background competencies in English teaching. In this research, the researcher observed and interviewed students in groups to gain student perceptions of lecturer with non-English educational background.

To see the students' perceptions of lecturers with non-English educational background, can be seen from the results of interview researchers in appendix 8. So, the students were divided into three groups, and the researchers interviewed the three groups with the same questions, concerning their perceptions of the lecturers with non-English educational background.

In appendix 8 showed that to know the perception of students to the lecturer with non-English educational background researcher divide to seven questions to the students with emotional, appreciation, motivation, engagement, active, better academic and self-esteem areas.

The average student answers from the three groups of observations are the same. They all love the way of lecturer with non-English educational background to teach and greatly appreciate it. They are very happy to follow the lecturer course because in addition to the lecturer is very good according to the students, he also often gives positive motivations to the students.

Although students still lack confidence in their English skills after being taught by lecturers with non-English educational background, they will be very satisfied with the way the lecturer teaches them.

Students tend to lack confidence to use their English, even though they get good grades in this lesson, but they are still not confident, arguing that they are not students in English Department.

This was delivered by group one, two and three.

group one said:

*“Belum, kami belum sampai ke percaya diri, bahasa Inggris kami belum se bagus mereka yang memang di jurusan bahasa Inggris”.*

“Not yet, we have not yet reached confidence, our English is not as good as those who are in English”

The statement is also in line to what stated by group two and three. group two said:

*“Tidak, kami belum bisa percaya diri, kosakata kami masih sangat kurang untuk berkomunikasi”.*

“No, we cannot be confident, our vocabulary is still very lacking to communicate”

group three said:

*“Belum, kami tidak sampai disitu, kemampuan bahasa Inggris kami masih butuh proses, mungkin kami harus mengambil kelas khusus, seperti kursus bahasa Inggris, barulah kami bisa percaya diri dengan kemampuan berkomunikasi kami. yahh.. semuanya membutuhkan proses”.*

“Not yet, we didn't get there, our English skills still need a process, maybe we have to take a special class, such as an English language course, then we can be confident with our communication skills. yeah .. everything needs a process”.

So, even if the students love and respect to this lecturer, even after being taught by this lecturer, the average student can improve their English score during the exam. But it has not been able to increase students' confidence to use their English even

though the lecturer has given them positive motivations. The lecturer atmosphere of the university especially the faculty did not support by the rule that arrange the English area or the specific place that English is compulsory to use by all students who enter that English area.

### **5. The Significance of a Lecturer with Non-English Educational Background Competencies Reach the Objectives of English Learning.**

This part explored the students' score achievement in the preliminary, main, and operational field testing. It aimed to find out the significantly reach the objectives of English learning after being taught by the lecturer with non-English educational background.

The data gained from the pre-experimental could be compared between pretest and posttest. This research employed the English testing and distributed the questionnaire to know the students reach of English.

In this testing the researcher chose 17 students as the participants of this English test. The students were fourth semester of faculty of Tarbiyah who has been taught English by a lecturer with non-English educational background. The results of the data analysis can be presented in the following.

Table 4.5. Frequency and Percentage of Pretest.

Clasification	Score	F	P (%)
Excellet	86-100	0	0%
Good	76-85	0	0%
Average	66-75	0	0%
Poor	56-65	0	0%
Very Poor	<55	17	100%
Total		17	100%

Table 4.5 above shows that all of the sstudents' pretest result was very poor, the data showed that there all of the students got very poor classification.

It can be concluded that the English proficiency of students is very less at the time of implementation of pretest.

Table 4.6 Frequency and Percentage of Posttest.

Clasification	Score	F	P (%)
Excellet	86-100	1	5.89%
Good	76-85	5	29.42%
Average	66-75	7	41.17%
Poor	56-65	4	23.50%
Very Poor	<55	0	0%
Total		17	100%

Table 4.6 above shows that most of the students' posttests are classified as average, good, poor, and excellent category. The data of posttest showed that there are 7 (41.17%) students who have got average score, 5 (29.42%) students who have got

good score, 4 (23.50%) students who have got poor score, and 1 (5.89%) student who have got excellent score.

Therefore, from the description of English testing in pretest and posttest result above, it can be concluded that the lecturer with non-English educational background competencies significantly reach the objectives of English learning. The data tabulation for students' improvement in English learning can be seen as follows:

Table 4.7. Students' Achievement in Pretest and Posttest

	Pretest	Posttest
N	17	17
Mean	40.29	74.11
Std. Deviation	8.564	9.054

Table 4.7 showed the different of students' score between pretest and posttest. In pretest, the students' mean score 40.29 with standard deviation 8.564 and in posttest, the students' mean score 74.11 with standard deviation 9.054.

From the data showed in Tables 4.5 and 4.6, the pretest score was slightly different for score before the lecturer with non-English educational background teaching at class. After teach, the posttest showed a difference score of mean score. It means that there was significantly reach the objectives of English learning by lecturer with non-English educational background.

Based on explanations above, the researcher concluded that lecturer with non-English educational background can improve students' English proficiency and there are significantly reach the objectives of English learning.

## **B. Discussion**

This part deals with the interpretation of the findings derived from the description and the statistical analysis result of the data gained from the observation, interview, testing, and questionnaire based on competencies of lecturer with non-English educational background in English teaching.

### **1. The lecturer with non-English educational background strategies in developing his English skills.**

Based on the findings on the lecturer with non-English educational background strategies in developing his English skill, his strategy used by lecturers with non-English educational background was self-taught, he develops his English proficiency with a lot of hanging out with native, adding to his vocabulary diligently reading English texts, such as English newspapers and magazines. He is also very happy to watch English news as well as hear on the radio. The lecturer with non-English educational background strategy to improve his English skills, such as;

#### **a. Developing English Skills**

During his stay in Cairo he also diligently participated in English meetings and took an English course at the British Council, from which he developed his English language skills. His English skills improved greatly, as he took his S2 in Australia, where he really got English. Hanging out with the natives, attending seminars, and trying to write in English were the strategies to develop his English skills. As for the obstacles he faces was, he is often wrong in English pronunciation, and it is admitted

because he is not native and not English majors. It is in line to what stated by McMahon (2011) that actively seek out ways to use English outside of class by attending social events, reading the newspaper or listening to the radio: Most of your English learning happens *outside* of the classroom. That's because the new vocabulary, pronunciation or grammar point that you learn in class has to be practiced if you want it to become natural. He highly recommends joining a meetup group or another social event. You can also immerse yourself in an English environment by only watching TV in English and reading newspapers in English.

He also admitted still often wrong in grammar, therefore, every time he had the opportunity to teach English, he will teach grammar because by teaching he learn too. As stated by McMahon (2011) that persevere with your English learning: When you are learning English, try not to become discouraged easily. Language learning is a process. It is an adventure! Don't expect perfection. When you make a mistake with a new word, get inspired to learn the correct word and make that word a part of your vocabulary.

b. Developing the teaching skill

The strategy to improve his teaching competence is by attending the English seminars inside and outside the country. He is also a frequent examiner at the PBI department students at UIN to continue to improve his English proficiency. Because by being an examiner for PBI students with thesis and percentage using full English, it can increase the competence as well because attending social events, reading the newspaper or listening to the radio: Most of your English learning happens *outside* of

the classroom. That's because the new vocabulary, pronunciation or grammar point that you learn in class has to be practiced if you want it to become natural.

Another strategy he used to apply is by listening to the English songs that sing by native or non-native singers to compare the dialect and spelling of the English pronunciation. He also employed the interaction with other people to enrich his pronunciation and spelling. His listening strategy focuses mainly on the skill as an application of multiple listening strategies and mental processes (Hinkel, 2006). Mewald (2007) described a theoretical framework used for the assessment of the test takers' listening competence in two dimensions: Direct Meaning Comprehension and Inferred Meaning Comprehension. The former, Direct Meaning Comprehension, consists of three strategies that aim the understanding of surface information which are explicitly stated on the sample. These strategies are "Listening for the Gist", "Listening for the Main Idea" and "Listening for Specific Information". The latter, Inferred Meaning Comprehension, deals with the understanding of implicit information that is not clearly stated on the sample. These strategies are "Making inferences and deductions based on information in the text", "Determining a speaker's attitude or intention towards a listener or a topic", "Relating utterances to their social and situational contexts" and "Recognizing the communicative function of utterances". For the purpose of this research, the only domain taken into consideration is Direct Meaning Comprehension, and based on the skills assessed on the listening part of the Key English Test, the strategies formally taught are "Listening for the gist" and "Listening for Specific Information". As described by Mewald (2007) the listening for



the gist strategy focuses on the understanding of the general idea without listening carefully and not giving importance to details. Different from the previously described strategy, as the name states, listening for specific information focuses on the detailed information and important details. However, for the purpose of understanding the details are not necessary for the listener to understand every word contained in the text.

In developing his speaking strategy, he referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies. According to O'Malley and Chamot (1990), speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language". For Hedge (2000), a competent speaker knows how to make use of speaking strategies. Hedge comments that: "These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully". These verbal and non-verbal strategies (e.g. verbal circumlocution, clarification, non-verbal mimicry, gestures, etc.) may be used to compensate for a breakdown in communication or for unknown words or topics, and they may also be used to enhance effective communication. Speaking strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. However, there is disagreement as to whether or not to teach speaking strategies. Kellerman (1991) advocates against such training and believes that learners can transfer these strategies naturally from their native language to the target language.

His strategy in developing the reading competence by comparing the outcome in the actual text with the prediction process as it will lead him to improve his understanding and comprehension (Duke & Pearson, 2005). Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary (Teele, 2004).

Another strategy that the good readers employ when comprehending a text is visualization (Adler, 2001). Visualization requires the reader to construct an image of what is read. This image is stored in the reader's memory. Teachers can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text. Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world.

The writing strategy he used to applied the cognitive and meta- cognitive procedures used to control the production of written language and to solve problems while writing. Calhoun & Hale, (2003) indicate that strategic writing is a thinking procedure for producing writing (cognition) or for controlling production

(metacognition). Consequently, strategic writing is a link between cognitive and met-cognitive; that is to associate knowledge with thinking. Strategic writing techniques show writers how to discover their own ideas in a strategic method. The strategy requires an ability to conceive the future and create possibilities. A successful strategy is a mental discipline consisting of broad ranging, flexible and creative thinking.

In teaching, he also often collaborate with lecturers majoring in English, so he can exchange ideas and he can also ask and exchange information. And to improve his competence, he will continue to study and deepen the English even though it is not his department. He also wrote many international journals that use English; here also he can improve his competence in the field of English.

By the explanation above it is line to what was Katane and Gupta said, that competence is the set of knowledge, skills, and experience required for the future, which is manifested in the activities (Katane, et al. 2006). Similarly, Gupta (1999) defines competence as knowledge, skills, attitudes, values, motivations, and confidence to be successful on the job. Therefore, every job will be successfully done when executed by a competent professional, and the lecturer with non-English educational background strategy to improve his English competence by practicing English in his daily life.

## **2. The lecturer with non-English educational background strategies in developing his competencies (pedagogical, personal, social, and professional) in English.**

The results of lecturer with non-English educational background strategies in developing his competencies (pedagogical, personal, social, and professional) in

English shows that lecturer was able to teach well, meet all the required competencies. From the results of observation and interviews to students, lecturer is able to teach English. In addition to lecturer mastered the material with both lecturers also become role models in the classroom, students love it very much. There were four aspects to improve his competence, such as; a. pedagogic competence, b. personal competence, c. social competence, and d. professional competence.

a. Pedagogic competence

Based on the findings, not only did he teach English systematically, he also motivated students to learn. Participation in English seminar and conference is chosen to improve the teaching competence. Like what was stated in Atmowardoyo et al. (2017) that one of characteristics of an effective EFL teachers is taught based on the curriculum and prepare a lesson plan. Lesson planning is a vital component of the teaching and learning process. It is a creative process that allows teachers to synthesize their understanding of second language acquisition and pedagogical language teaching with their knowledge of learners, curriculum, and context of their teaching. In planning the lesson, of course, the teachers should imagine what kind of learning they want to occur and analyze how all aspects of learning experience should fit together to realize the objective (Cullen, 2001).

b. Personal competence

The lecturer with non-English educational background lecturer personality is highly associated with establishing lecturers-student's relationship. Not only students should respect their lecturer, but lecturer should also respect his/her students. Dudley-

Marling et al. (2006) contend that mutual respect is indispensable to be good lecturer. Davis (2001) claimed that good relationship between lecturer and students increase students' motivation and this could promote students' learning and enhance students' achievement.

The lecturer was very close to their student. While teaching this lecturer is very firm, but still friendship to student. Like the group II of interview said;

*“semua mata kuliah yang diajarkan bapak kami senang mengikuti mata pelajaran, bapak tidak pernah memaksa kami, kami datang terlambat pun, beliau mengisinkan kami masuk untuk mengikuti mata kuliahnya, apalagi ketika beliau mengajarkan bahasa Inggris sangat menarik bagi kami”.*

“All courses taught by our lecturer was happy to follow the subjects, he never force us, we arrived too late, he allowed us to enter the course, especially when he taught English, it very interesting to us”

And it is line with group III said that;

*“Kami sangat senang mengikuti perkuliahan yang bapak bawakan, bapak selalu welcome kepada kami, dia tidak pernah marah, dan memaksa kami, untuk mengerjakan tugas-tugas bahasa Inggris yang sangat rumit, kalau ada PR yang kami tidak kerjakan, beliau tidak pernah marah, beliau malah mengajak kami mengerkannya bersama didalam kelas, sehingga kami gampang untuk mengeri”.*

“We are very happy to follow the subject that he taught, he always welcome us, he never gets angry, and forces us, to do very complicated English tasks, if we don't do homework, he never gets angry, he actually invites us to pull it together in the classroom, so we can easily understand”.

The lecturer received any criticism from their students and tried to be friends to anyone. He is a discipline person; it is proved by doing his responsibility on time. To be a friendly and as creative person are the factor why the students appreciate him.

Furthermore, lecturer's personality is highly associated with establishing teachers-students relationship. Not only students should respect their teacher, but teachers should also respect his/her students. Dudley-Marling et al. (2006) contend that mutual respect is indispensable to be good teachers. Davis (2001) claimed that good relationship between teacher and students increase students' motivation and this could promote students' learning and enhance students' achievement.

c. Social competence

This lecturer has been successful to be friendly not only for their students but also to all his colleagues and stake holders in his office at campus. He also active in community around him by collaborating with other lecturer from English Education background. It is line with the interview with him.

*“Iya, interaksi saya dengan dosen-dosen PBI sangat baik, di UIN ini ada program pembelajaran Internasional, jadi disitu anak-anak belajar apapun dia akan menggunakan bahasa Inggris, dan disitulah biasanya saya berkolaborasi dengan dosen-dosen yang asli dari bidang pendidikan bahasa Inggris”.*

“Yes, my interaction with PBI lecturers is very good, at UIN there is an international learning program, so there students learn whatever they are going to use in English, and that's where I usually collaborate with lecturers from the field of English education”.

As Broderick and Blewitt (2010) highlight four classifications of foundational social competence. First, an affective process which includes empathy, valuing relationships, and sense of belonging. Second, a cognitive process which includes cognitive ability, perspective taking, and making moral judgments. Third, the social skills which include making eye contact, using appropriate language, or asking

proper questions and the fourth high social self-concept which provides an understanding of how an individual conceives self-concept about others in specific contexts. Social competencies cannot be only perceived as affective or social processes; however, they are more complicated consisting of many various skills. Social skills, according to Reichard and Riggio (2008), represent a broader range of abilities that are most closely related to the construct of social intelligence. They include the ability to express oneself in social interactions, the ability of reading and understanding different social situations, knowledge of social roles, norms, and script, interpersonal of problem-solving skills, and social role-playing skills.

Specifically, the social competence of teachers is defined as the ability of a teacher in applying his or her social skills effectively to reach his or her goals in social interactions (Magelinskaitė, Kepalaitė & Legkauskas, 2014). Based on UU RI No. 14, 2005, social competence is defined as teacher's ability to be part of the community, including communicating and socializing effectively with students, fellow teachers, school staff and parents or guardian, and community. In other words, it is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment.

#### d. Professional competence

Based on the teachers and lecturers law (2005), this professional competence encompasses mastering the material, concept, structures of the language, and scientific approaches that support the teaching subjects; mastering the standards competence and basic competencies of the teaching subjects; developing teaching material creatively;

developing professionalism in sustainable reflective action; and utilizing information and communication technology to develop personally. It already stated before that an effective EFL teacher is someone who can give positive impact to the students not only from knowledge (pedagogical) but also from their personality and social (Atmowardoyo et al.(2017)).

Key to professional development. Self-reflection, the key for professionalism development, is a valuable tool to help teachers be aware of how they are teaching, which in turn makes them better teachers (Marcos&Tillema, 2006). Teaching without reflections is blind teaching (Cox& Graham, 2009).

This is in line with Marcos (2006) that highlighted reflection as a way to raise awareness when teaching. Reflection is a method for self-assessment. If we do not reflect, then we are teaching “in the dark” without knowing if we are effective and if we should modify our teaching. According to Korthagen & Vasalos (2005), reflecting requires teachers to answer some questions such as: How do I interact with students? How do I respond when they ask questions? What kind of classroom atmosphere do I create? What kind of questions do I ask? Is my classroom spontaneous or is it predictable? Are my students involved? Why did not a lecture overwell? Why did a lecture work?

With regard to this, Burn (2009) explains that action research is related to the idea of reflective practice” and “the teacher as researcher. Action research involves taking a self-reflective, critical, and systematic approach to exploring teachers own teaching contexts. Action research aims to develop the teaching situation and the



teacher-researcher. It is to generate findings that used within a specific context rather than findings applicable across many different situations. Although it is possible for a teacher to conduct action research by his/her own but collaboration is insisted as it helps overcome many of potential limitation to teachers doing research on their own: they have the opportunity to talk through ideas before implementing them in the classroom; they can get feedback on their intervention design, data collection plan, and analysis outcomes; and they can share drafts of written reports about their research process for responses from their colleagues.

### **3. The English students' perceptions towards the lecturer with non-English educational background competencies in English teaching.**

Based on the finding above, lecturer with non-English educational background succeed in teaching English. Students are happy and very appreciate to him, this is because lecturer are very friendly to students. Lecturer was always trying to listen to student complaints about the difficulty of learning English especially for those who are not English majors. It is delivered by group II that they really appreciate the lecturers because the lecturers are very friendly, never angry, and always welcome to help them solve their problems concerned with English.

*“kami sangat menghargai bapak sebagai dosen kami, meski beliau tidak pernah marah, tapi kami sangat menghargai beliau. Dan Kami sangat senang mengikuti perkuliahan yang bapak bawakan, bapak selalu welcome kepada kami, dia tidak pernah marah, dan memaksa kami, untuk mengerjakan tugas-tugas bahasa Inggris yang sangat rumit, kalau ada PR yang kami tidak kerjakan, beliau tidak pernah marah, beliau malah mengajak kami mengerkannya bersama didalam kelas, sehingga kami gampang untuk mengeri”. (Interview with group II)*

“we really appreciate him as our lecturer, even though he has never been angry, but we really appreciate him, and we are very happy to follow the subject that he brought, he always welcome us, he never gets angry, and forces us, to do very complicated English tasks, if we don't do homework, he never gets angry, he instead invited us to collect it together in the classroom, so we were easy to understand”

It is in line to what stated by Atweh et.al, Perception is the bases of someone in reacting toward something or someone. Perception affects behavior (Atweh & Cooper, 1998; Warbuton, 2004; Cillensen & Lafonta, 2002). When taught by lecturers with non-English educational background, students are very active in learning English, because they are very fond of teaching lecturer. They are also very active on the tasks assigned by lecturers.

The recognition and interpretation or understanding of events, objects, and stimuli through the use of senses like hearing, touching, smelling, feeling and seeing. Perceiving includes how person response to the information. Accordingly, it can be formulated that perception is as a process where sensory information can be taken from the environment and can be used in order to interact with the environment. Perception allows us to take the sensory information in and make it into something meaningful.

But even though students are increasing in their ability to speak English, they are still lacking in confidence in their abilities. They are still ashamed to use their English for the reason they are afraid of being wrong and they are not English majors. But they promise to continue to learn to improve their English skills.

Although during the teaching-learning process lecturers do not stop motivating students to be confident in using their English, but students are still not convinced for

it. This was conveyed by three groups who had been interviewed. These factors can lie in the perceiver, in the target or object being perceived and the situation or context in which the perception is made (Robin et al, 2003). The factors that derives from the perceiver, for instance, when an individual looks at an object and then tries to interpret what s/he sees, the interpretation is heavily affected by personal characteristics of the individual perceiver. The relevant personal characteristics of the perceiver that affect perception are attitude, motives, interest, experience and expectation. The characteristics of the target that is being perceived such as novelty, motion, sound, size, background, and proximity as well as similarity can affect what is perceived. While the background in which people observe objects are important. These backgrounds among others are the time, the work setting and also the social setting.

Based on the result, the researcher found that students are very fond of the way to teach of lecturer with non-English educational background, they are always eager to follow the courses that lecturers with non-English educational background class. Lecturer with non-English educational background are highly admired and respected by the students. Students' English skills are improved after being taught by lecturer with non-English educational background. But, even so students are not confident of their abilities; they are still embarrassed to use the English language they have, on the grounds that they are not English majors.

This is the same as the statement delivered by Richard Edwards that, while amateurism is usually conceived pejoratively, the notion of doing something “for the love of it”, even if one is not formally qualified, opens up the possibilities for

conceiving new forms of work, worker and sets of working relationships based upon different conceptions of expertise. Drawing upon historical and contemporary studies of the contribution of amateurism to professional work, and exploring the role of digital technologies in enabling amateurs to contribute to forms of professional practice. (Edwards, 2014).

So that no matter how much we do the work, but in the direction we have, we will not be able to work professionally, as is done by experts and professionals in their fields.

#### **4. The significance of a lecturer with non-English educational background competencies reaches the objectives of English learning.**

Based on the results of data analysis found that most of the students reach the objectives of English learning by lecturer with non-English educational background. After being taught by the lecturer with non-English educational background the average student gets a good grade. This can be seen at the time of pretest and posttest retrieval where the student's score increases in posttest. The mean score in pretest is 40.29 and increase in posttest with 74.11.

The findings of English testing of the students that in pretest all the students got very poor achievement, and increased at the time of posttest with value, that there are 7 (41.17%) students got average score, 5 (29.42%) students got good score, 4 (23.50%) students got poor score, and 1 (5.89%) student got excellent score. This showed that

there are significant of a lecturer with non-English educational background competencies reach the objectives of English learning.

Even the objective of learning has been achieved, but many students still face the difficult in delivering their idea and constructing the meaning from the interlocutors because of an interactive process of constructing meaning involves producing, receiving and processing information (Burn and Joyce, 1997: 63). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, an acceptable level of language, and the purposes for speaking.

The significant obstacles due to the lack of students' vocabularies mastery or nothing to say were the influence of mother tongue or their first language (Ur, 1996). Therefore, to solve students' inhabitation, lack of vocabularies, and mother tongue, the teacher should pay much attention to teaching and learning activities such as monologue, dialogue, question and answer, and speaking game.

Overall, the with non-English educational background lecturer' strategies and competencies show the enough knowledge of language and teaching and he could be categorized as a good lecturer. As Harmer (2008, p. 23) mentioned that a good language teacher should have sufficient knowledge of the language and appealing information. They should also be passionate and enthusiastic in their teaching and be able to effectively explain the use of the language (e.g., grammar, pronunciation, and vocabulary) to students. Brown (1994, p. 428) believed good language teachers should have received "competent preparation leading to a degree in TESL" and be imbued

with a “feeling of excitement about one’s work.” Brown also discussed the importance of understanding and adapting to different cultures and the desire to upgrade teaching skills. Both Kral (1988) and Shulman (1987) emphasized the importance of teachers reflecting on their own teaching. Shulman considered it essential for teachers to look “back at the teaching and learning that has occurred” for it is through the processes of rethinking, analyzing, and reconstructing teaching steps that a “professional learns from experience” (p. 19). Similar ideas are also expressed by Boon (2011, p. 29), who discussed how teachers learn and grow from experiences through reflecting “carefully on what it is we do each day,” and by Tsui (2003), who mentioned the importance of reflecting and exercising judgment to face appropriate teaching challenges. Tsui (2003) also emphasized the importance of teachers’ skills, including how expert teachers conduct lesson planning, respond to classroom events, improvise during teaching, and solve problems that occur during teaching.

Furthermore, Clark and Walsh (2004) emphasize the significance of pedagogical knowledge by claiming that it is a sophisticated form of knowledge hard to obtain, and not available to everyone that seeks it. Different studies refer to numerous dimensions of pedagogical knowledge such as providing students with an environment in which they can be relaxed in order to learn and produce well, guiding students, having the ability to organize, explain and clarify, as well as arousing and sustaining interest, motivating students, giving positive reinforcement, allocating more time to preparation and delivery, and teaching with effective classroom materials by integrating technology (Arıkan et al., 2008; Aydın et al., 2009; Borg, 2006; Cheung,

2006; Shishavan and Sadeghi, 2009; Yu-Hsin, 1999) In addition, effective teachers should basically have classroom management skills defined as practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur (Wong and Wong, 1998). The basic aim at maintaining classroom management is to create stress-free learning environments for both learners and teachers by lowering affective filter and raising motivation. Stress-free environments provide not only learners but also teachers with the relaxing atmosphere to take part in the process willingly and to eliminate or at least minimize the fear of making mistakes.

Lecturer with non-English educational background at UIN Alauddin develops his English proficiency in: A self-taught manner, reading many English newspapers and magazines, watching English news, and listening to English radio news, sometimes listening to English songs too. He had also developed his English language skills from his undergraduate degree program in Cairo where he attended an English course at the British Council, and at the time he took a Master's degree in Australia, even though he majored in management education, but because communication in Australia was in English, so that he wants to learn much English there. Lecturer with non-English educational background was also diligent in writing journals in English and submits to national or international journals. Here he was also required to learn and add to his English vocabulary. In addition, he teaches and tests students as well as always collaborates with lecturers who are from the English department. He was also very active to be an examiner for students from the English department, whose thesis and

presentation are full in English. In order to maintain his English proficiency, he continues to study English, by continuing to teach, because by teaching he also learns.

To develop lecturer with non-English educational background competencies (pedagogical, personal, social, and professional). To develop lecturer with non-English educational background competencies in English teaching at UIN Alauddin Makassar, he always tries to teach professionally by mastering the teaching materials and managing the class well. From the observations of what the researcher have done, during teaching the lecturer always prepare himself well. Besides teaching well he also often provides motivation to students to continue learning and develop science continuously, treat students well, and express good words in the classroom. In teaching he also always uses technology as teaching aids to facilitate his teaching and learning activities. To improve his teaching competence, he also frequently attends educational seminars in English, so he can learn much from the seminar that can improve his competence in teaching. He also often exchanges and shares his opinions with lecturers from the English department.

In teaching English lecturer was also very mastering the standard of competence and basic competence of English. He is also very utilizing information and communication technology in developing himself. In his social life he can also cooperate with others around him. To develop competence in teaching English he also becomes an examiner and mentors for students majoring in English. He also intensely attended English seminars and collaborate with the English lecturers.



Students' perceptions toward a lecturer with non-English educational background competence in English teaching at UIN Alauddin Makassar. They were very fond of the way lecturer with non-English educational background teach English, they said that if lecturer with non-English educational background was very friendly in teaching, he often gives positive motivation to students, so that students always feel able to learn English. They also highly appreciate to the lecturer with non-English educational background and students are also very active in following the teaching and learning activities. The students' English proficiency also increased after being taught by lecturer with non-English educational background. Although students' grades and proficiency was improved after being taught by lecturer with non-English educational background, students are not yet confident enough to use their English skills, as they are embarrassed by students from English department, because they are not English majors.

Based on the discussion, the researcher concluded that lecturer with non-English educational background can improve students' English proficiency, lecturer with non-English educational background are able to teach and explain well English material so that students are able to understand it easily, it can be seen from the result of posttest which increase from the pretest result.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter deals with the conclusion and suggestion. The conclusion deals with the matching between the research findings and the theories which support it, and the researcher's interpretation. While the suggestion deals with the researcher's expectation to the readers, lecturer, and next researchers to employ the lecturer with non-English educational background competencies in English teaching.

#### **A. Conclusion**

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions:

1. The lecturer with non-English educational background at UIN Alauddin developed his English skills as follows:
  - a) The lecturer developed his listening skill through listening to the English news from the radio, listening to the English songs, and sometimes by watching the English movies to improve his listening skill and exercising his spelling and pronunciation in English and be accustomed to hear some English dialects.
  - b) The lecturer developed his speaking skill by interacting actively in English with the English lecturers and students at the faculty, be accustomed in watching the English movies and songs that can improve his pronunciation ability and enrich his English phrases. Besides, he used to make the online

voice call in English with his classmates and his friends in Australia and other places through the social media.

- c) The lecturer developed his reading skill through reciting the English newspaper and magazine, reading the new published articles in his field of study, reading the translation of Hadith in English, and reading the information in English through the social media room chat. He also developed his reading skill by being a translator such as the translation of international seminar result “world peace”, edited by azhar arsyad and published by Madyan Press, Yogyakarta in 2002.
  - d) The lecturer developed his writing skill by writing some articles in his field of study and publish them to the journal of Al-Fikr, journal of JICSA, and al-hikmah journal. He also used to develop his writing skill by making the online chat through the social media such as Facebook and WhatsApp with his friends and his classmates when he was a student in Australia.
2. Some strategies employed by the lecturer with non-English educational background to develop his competencies such as pedagogical, personal, social, and professional.
- a) Joining the formal education of master degree in Australia with the education department has improved his pedagogical competence in English teaching so he can arrange the material, manage the classroom, and evaluate the learning outcome well. He also has many experiences in English learning that can be adapted and adopted in his teaching process.

- b) Being a MANPK school, Al-Azhar university, and Flinders university graduate made the lecturer with non-English educational background has the good personal competence. On the other words, by joining the Islamic school and international universities can develop the lecturer personal competence to be discipline, good behave, role model, responsible, polite, and wise in his teaching activities.
- c) Developing his social competence by interacting and socializing with other people around the world directly or indirectly through the social media. The educational background and many experiences in interacting with other people have developed his social competence in teaching so he can interact with students in his class while teaching, lecturers at the campus, and all staffs easily. He also has a role and good rapport at the campus and he can adapt with the situation at the university.
- d) Developing his professional competence by attending and participating in the regional, national, and international work shop and conference to obtain new information in English teaching strategies and methods that will be applied in his teaching. Besides, he used to discuss and share with other lecturer at UIN Alauddin about the subject and the recent method of teaching; he also read some books and articles in English teaching to enrich his knowledge of teaching. Thus, he can master the subject well, know the standard competence

of language teaching, enrich the teaching material, and creating the material by using the technology and teaching media.

3. Students' perceptions toward a lecturer with non-English educational background competence in English teaching at UIN Alauddin Makassar
  - a) They were very fond the way lecturer with non-English educational background teaches English, they said that if lecturer with non-English educational background was very friendly in teaching, he often gives positive motivation to students, so that students always feel enjoyable to learn English. They also highly appreciate to the lecturer with non-English educational background and they are also very active in joining the teaching and learning activities.
  - b) The students' English proficiency also increased after being taught by lecturer with non-English educational background. Although students' grades and proficiency was improved after being taught by lecturer with non-English educational background, students are not yet confident enough to use their English skills, as they are embarrassed by students from English department, because they are not English majors.
4. There was significantly different between lecturer with non-English educational background competencies with objectives of English learning at UIN Alauddin of Makassar
  - a) Based on results of data analysis in the pretest and posttest, in which the value of student achievement increases at the time of posttest. After being taught by

the lecturer with non-English educational background, the most students get a good score. This can be seen at the score achievement of pretest and posttest retrieval where the student's score increases in the posttest, the mean score in pretest is 40.29 and increase in posttest with 74.11.

- b) When pretest all the students got very poor achievement, and increased at the time of posttest with value, that there are 7 (41.17%) students got average score, 5 (29.42%) students got good score, 4 (23.50%) students got poor score, and 1 (5.89%) student got excellent score. Therefore, the researcher concludes that lecturers with non-English educational background competencies significantly reach the objectives of English learning at UIN Alauddin of Makassar.

## **B. Suggestion**

Based on the conclusions above, the researcher addresses the following suggestions and recommendations.

1. It is strongly suggested that the lecturer with non-English educational background who teaches English, to be more active in improving his English skills, because it does not rule out what we teach, will be taught again by the students we teach. How to improve and develop English proficiency by lecturer with non-English educational background at UIN Alauddin of Makassar is exemplary, by studying self-taught and actively he was able to develop and improve his English skills.

2. It is strongly suggested that the lecturers with non-English educational background develop their competencies (pedagogical, personal, social, and professional), and have to be brave take courage to attend international seminars that speak English, or attend good English curriculum teaching training. The lecturers with non-English educational background at UIN Alauddin is very good to follow and to develop his English teaching competence. Also, he strives to continue to teach English and to be examiner to the English major students, and to collaborate with English lecturers because by continuing to teach English she will also continue to learn English.
3. It takes a lot of strategies to motivate non-English students to continue to learn English, and to use their English language skills to talk with their friends or another. Motivating students is not easy, but when every time we teach motivate them, then gradually they will be motivated. For non-English educational background lecturers who teach English, it is advisable to be more patient and more eager to give feedback and motivation to learn English, and always try to convince them that English is easy to understand.
4. To improve students' understanding of English, we need a professional lecturer, although not from English. If he is able and competent to teach English, it is advisable to use him in the English language teaching, who can motivate students with his experience.
5. As stated in the scopes and limitation of the research, this research focused on developing lecturer with non-English educational background competencies in

teaching English at UIN Alauddin of Makassar at Faculty of Tabiyah. It means that there were still some skills and object of the research must be taken for granted. So, the researcher recommends to the next researchers to carry out the research in the similar umbrella of the research but in different skills and different object such as the linguistic feature, how to manage classes and students, how to improve English language skills for non-English majors, and how to quickly learn English to the different research. In this research, the researcher only used one lecturer as a sample, so in the future the researcher suggests using large number of samples.



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## APPENDICES

### Appendix 1. Research Instrument Grille

#### KISI-KISI LEMBAR VALIDASI ANGKET OBSERVASI DOSEN WITH NON-ENGLISH EDUCATIONAL BACKGROUND DALAM MENGAJAR BAHASA INGGRIS

Relevansi butir dengan indikator/dimensi:

1 = Tidak relevan

3 = Relevan

2 = Kurang Relevan

4 = Sangat Relevan

Variabel	Aspek Perilaku Dosen	Indikator	Butir Observasi	Penilaian			
				1	2	3	4
Kinerja dosen/ kompetensi dosen WITH NON- ENGLISH EDUCATI ONAL BACKGR OUND	Aspek pedagogik	- Persiapan pembelajaran - Pembukaan - Penyajian pembelajaran - Penutup	1, 2, 3, 4, 5, 6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32, 33, 34, 35, 36, 37, 38, 39, 40				
	Aspek Personal	- Dalam kegiatan belajar - mengajar	41, 42, 43, 44, 45				
	Aspek sosial	- Dalam kegiatan belajar – mengajar dan di luar kelas	46, 47, 48, 49, 50				
	Aspek Profesional	- Dalam kegiatan belajar di kelas dan diluar kelas - Kemampuan IT - Mengembangkan Profesionalisme sebagai dosen	51,52, 53, 54, 55, 56				

**KOMENTAR DAN SARAN:**

1. ....
2. ....
3. ....

Makassar, / / 2018  
Validator

(Prof. Dr. Baso Jabu, M. Hum)  
Nama dan TTD

**KISI-KISI LEMBAR VALIDASI INTERVIEW UNTUK DOSEN WITH NON-  
ENGLISH EDUCATIONAL BACKGROUND**

Variabel	Dimensi	Indikator	Butir Pertanyaan	Penilaian			
				1	2	3	4
Penguasaan Bahasa Inggris	Pembelajaran Bahasa	Mengembangkan Skill Bahasa Inggris	1, 2, 3, 4, 5, 6, 7				
Kompetensi Dosen	Pengembangan Pembelajaran	Mengembangkan Kompetensi Dosen	1, 2, 3, 4, 5, 6, 7				

**KOMENTAR DAN SARAN:**

1. ....
2. ....
3. ....

Makassar, / / 2018  
Validator

(Prof. Dr. Baso Jabu, M. Hum)

Nama dan TTD



**KISI-KISI LEMBAR PENILAIAN VALIDASI OPEN INTERVIEW UNTUK  
DOSEN WITH NON-ENGLISH EDUCATIONAL BACKGROUND  
WEAKNESSES AND STRENGTHS**

Variabel	Dimensi	Indikator	Butir Pertanyaan	Penilaian			
				1	2	3	4
Pencapaian dalam pengajaran	Pengajaran Bahasa	Kelemahan dalam penjabaran pengajaran	1, 2, 3, 4				
	Pengajaran Bahasa	Kekuatan dalam penjabaran pengajaran	1, 2, 3, 4				
<p><b>KOMENTAR DAN SARAN:</b></p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p style="text-align: center; margin-top: 20px;">Makassar,    /    / 2018 Validator</p> <p style="text-align: right; margin-top: 20px;">(Prof. Dr. Baso Jabu, M. Hum)</p> <p style="text-align: left; margin-top: 20px;">Nama dan TTD</p>							



**KISI-KISI LEMBAR PENILAIAN VALIDASI SOAL  
PRE-TEST POST-TEST MAHASISWA**

Aspek	Indikator	Nomor soal	Penilaian			
			1	2	3	4
1. Grammar/tenses	Soal reading pilihan ganda	1, 2, 3, 4, 5, 6, 7, 8, 9, 10				
2. Grammar /tenses	Soal Reading pilihan ganda	1, 2, 3, 4, 5, 6, 7, 8, 9, 10				
<p><b>KOMENTAR DAN SARAN:</b></p> <p>1. ....</p> <p>2. ....</p> <p style="text-align: right;">Makassar,    /    / 2018 Validator</p> <p style="text-align: right;"><b>(Prof. Dr. Baso Jabu, M. Hum)</b></p> <p>Nama dan TTD</p>						

**KESIMPULAN**

Berdasarkan penilaian di atas, Kisi-kisi observasi, wawancara, dan English testing:

a	Layak diujicobakan tanpa revisi
b	Layak diujicobakan dengan revisi
c	Tidak layak diujicobakan

(Mohon Bapak/Ibu melingkari salah satu huruf yang sesuai dengan kesimpulan)

Makassar,    /    / 2018  
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Nama dan TTD

## Appendix 2. Observation Guideline For With Non-English Educational Background Lecturer Competence

### PANDUAN OBSERVASI DOSEN WITH NON-ENGLISH EDUCATIONAL BACKGROUND DALAM MENGAJAR BAHASA INGGRIS

#### A. Identitas:

- a. Nama Dosen Bahasa Inggris : .....
- b. Jenis Kelamin : .....
- c. Suku : .....
- d. Umur : .....tahun
- e. Mata kuliah yang diajar : .....
- f. Pengalaman Mengajar : .....tahun
- g. Pendidikan Terakhir : .....

#### B. Skala Penilaian

Beri tanda centang (✓) pada kotak dalam kolom yang dianggap paling sesuai dengan ketentuan:Selalu (SL), Sering (SR), Jarang (JR), Jarang Sekali(JS), dan Tidak Pernah (TP).

NO.	ASPEK KINERJA WITH NON-ENGLISH EDUCATIONAL BACKGROUND DALAM PENGAJARAN BAHASA INGGRIS	KETERANGAN				
		SL	SR	JR	JS	TP
A. Persiapan Pembelajaran						
1.	Dosen mempersiapkan diri dengan baik (ruang belajar, media pembelajaran, materi pelajaran).					
2.	Dosen memeriksa/mengecek kesiapan mahasiswa untuk belajar bahasa Inggris.					
B. Pembukaan						
3.	Dosen datang ke kelas dan memulai pelajaran tepat waktu.					
	Dosen memberi salam dan memotivasi siswa.					

4.	Dosen melakukan apersepsi (mengaitkan materi pelajaran yang lalu dengan yang akan dipelajari).					
5.	Dosen menyampaikan kompetensi yang harus dikuasai mahasiswa (Menyampaikan tujuan pembelajaran).					
<b>C. Penyajian Pembelajaran</b>						
6.	Dosen menjelaskan materi dengan menggunakan bahasa Inggris yang mudah dipahami.					
7.	Dosen menyampaikan materi pelajaran dengan lancar, berurutan dan logis.					
8.	Dosen menyampaikan pelajaran dengan kecepatan yang sesuai dengan tingkat kesulitan materi dan kemampuan mahasiswa (menggunakan waktu dengan efektif).					
9.	Dosen menyampaikan petunjuk dengan jelas dan ringkas, dan mahasiswa dapat melaksanakan aktivitas dengan baik					
10.	Dosen menyampaikan materi pelajaran sesuai tingkat pemahaman mahasiswa.					
11.	Dosen menggunakan metode mengajar yang sesuai dengan materi, usia dan kemampuan mahasiswa.					
12.	Dosen dapat dengan cepat mengidentifikasi mahasiswa yang mengalami kesulitan dalam memahami materi pelajaran.					
13.	Dosen menunjukkan minat dan antusiasme dalam mengajar bahasa Inggris.					
14.	Dosen mempresentasikan kegiatan belajar dengan tepat untuk melibatkan mahasiswa berkomunikasi dalam bahasa Inggris.					
15.	Dosen menciptakan komunikasi interaktif yang seimbang antara dosen dan mahasiswa, mahasiswa dan mahasiswa secara bervariasi selama pembelajaran.					
16.	Dosen mampu beradaptasi dengan situasi yang tidak diantisipasi sebelumnya.					

17.	Dosen mampu mengelola kelas selama pembelajaran dengan baik (mengontrol & mengarahkan mahasiswa).					
18.	Dosen menggunakan pelafalan, intonasi, kelancaran pengucapan, dan menggunakan bahasa yang tepat dan berterima dan dapat didengar dengan jelas.					
19.	Dosen menggunakan alat bantu mengajar (tape recorder, laptop, in focuss, dll) dan sumber belajar secara efektif.					
20.	Dosen menggunakan berbagai cara untuk memotivasi mahasiswa berpartisipasi secara aktif dalam pembelajaran.					
21.	Dosen mengajarkan struktur kalimat dalam kaitannya dengan konteks yang diterapkan pada situasi yang nyata dalam budaya dan pribadi mahasiswa.					
22.	Dosen memberikan feedback secara tepat (tidak mematahkan semangat dan mempermalukan mahasiswa).					
23.	Dosen mengetahui nama-nama mahasiswa.					
24.	Dosen bergerak (tidak terus duduk) secara bebas untuk berinteraksi dengan mahasiswa.					
25.	Dosen menumbuhkan inisiatif dan kreativitas mahasiswa.					
26.	Dosen melakukan penilaian proses pembelajaran (melalui bermain peran, unjuk kerja, diskusi, dll).					
27.	Dosen menyadari dan mengidentifikasi kebutuhan individual mahasiswa dan kebutuhan kelompok.					
28.	Dosen menumbuhkan keceriaan dan semangat mahasiswa dalam belajar bahasa Inggris.					
29.	Dosen memperlakukan mahasiswa secara adil (tidak pilih kasih atau memihak).					
30.	Dosen terbuka terhadap kritik mahasiswa dan menanggapi dengan tenang.					



<b>F. Aspek Sosial</b>					
46.	Dosen berkomunikasi sangat baik dengan sesama kolega, supervisor, atasan, mahasiswa, orang lain.				
47.	Dosen dapat bekerjasama dengan sesama kolega, supervisor, atasan, mahasiswa, orang lain.				
48.	Dosen mampu mengenali dan memerankan ‘his/her language identity”, identitas bahasa.				
49.	Dosen dapat berperan serta dalam kegiatan yang ada dalam masyarakat.				
50.	Dosen dapat beradaptasi dengan lingkungan dimanapun dia ditugaskan.				

### Appendix 3. Interview Guideline For With Non-English Educational Background Lecturer Skill & Competence

#### PANDUAN INTERVIEW DOSEN WITH NON-ENGLISH EDUCATIONAL BACKGROUND DALAM MENINGKATKAN SKILL BAHASA INGGRIS DAN KOMPETENSI

No	Pertanyaan
<b>Developing English Skills</b>	
1	Dimana sajakah Anda pernah belajar Bahasa Inggris?
2	Apakah Anda sangat berminat untuk mempelajari dan menguasai bahasa Inggris?
3	Skill bahasa apakah yang sangat Anda alami dalam mempelajarinya?
4	Bagaimanakah Anda mengembangkan skill bahasa Inggris?
5	Apasaja upaya Anda untuk meningkatkan skill bahasa yang Anda miliki?
6	Kegiatan apa sajakah yang Anda tekuni untuk mengembangkan skill bahasa Inggris?
7	Adakah kendala yang Anda hadapi saat mengembangkan kemampuan berbahasa dan bagaimanakah Anda mengatasinya?
No	Pertanyaan
<b>Developing Lecturer's Competence</b>	
1	Apakah Anda senang mengajarkan bahasa Inggris?
2	Bagaimanakah Anda meningkatkan kompetensi mengajar?
3	Adakah kegiatan formal atau non formal yang mendukung Anda untuk mengembangkan kompetensi mengajar bahasa Inggris?
4	Apakah Anda aktif menggunakan ICT dalam pengajaran bahasa Inggris?
5	Apakah Anda up to date dengan informasi dan hasil penelitian tentang pengajaran bahasa Inggris?
6	Apakah Anda aktif berdiskusi dan berkolaborasi dengan dosen bahasa Inggris yang lain?
7	Hambatan apa yang Anda hadapi sebagai dosen non EFL yang mengajarkan bahasa Inggris?

**Appendix 4. Interview Guideline For Students' Perception Toward The With  
Non-English Educational Background Lecturer Skill &  
Competence**

<b>No</b>	<b>Domain</b>	<b>Pertanyaan</b>
1	Emotional	<ul style="list-style-type: none"> <li>- Apakah Anda senang dengan dosen (N-EFL/YBS)? faktor apa yang membuat anda senang/ atau tidak senang, jelaskan.</li> <li>- Apakah Anda senang dengan cara mengajar dosen?, jelaskan cara mengajar yang anda sukai atau tidak sukai terhadap dosen tersebut.</li> </ul>
2	Appreciation	Apakah Anda sangat menghargai dosen?, mengapa anda menghargainya?.
3	Motivation	Apakah cara mengajar dosen membuat Anda semakin termotivasi dalam belajar bahasa Inggris?, seperti apa motivasi yang dosen berikan, sehingga anda termotivasi.
4	Engagement	Apakah Anda senang mengikuti perkuliahan yang diajarkan oleh dosen?, jelaskan kesenangan anda.
5	Active	<ul style="list-style-type: none"> <li>- Apakah Anda semakin aktif belajar ketika diajar oleh dosen?, jelaskan keaktifan anda.</li> <li>- Apakah Anda aktif mengerjakan tugas dan diskusi ketika diajar oleh dosen?, jelaskan.</li> <li>- Apakah Anda semakin aktif berkomunikasi dalam bahasa Inggris?, jelaskan.</li> </ul>
6	Better Academic	Apakah ada peningkatan kemampuan berbahasa Inggris Anda setelah diajar oleh dosen?, paparkan kemampuan yang telah anda peroleh setelah belajar bahasa Inggris oleh dosen.
7	Self-esteem	Apakah Anda semakin percaya diri dengan kemampuan berbahasa Inggris setelah diajar oleh dosen? jelaskan.



**Appendix 5. Open Interview Guideline Of The Weaknesses And Strengths-Based Reflection Of The With Non-English Educational Background Lecturer Skill & Competence**

<b>KELEMAHAN</b>		
	<b>PERTANYAAN</b>	<b>JAWABAN</b>
1	Dari sekian kali Anda mengajar, apakah/kapankan Anda merasa gagal dalam mengajar?	
2	Jika pernah? Mengapa hal itu dapat terjadi?	
3	Bagaimanakah Anda mengatasi hal tersebut?	
4	Solusi apa yang Anda lakukan untuk mengurangi kegagalan dalam mengajar?	
<b>KEKUATAN</b>		
	<b>PERTANYAAN</b>	<b>JAWABAN</b>
1	Pernahkah Anda merasa sukses dalam mengajar?	
2	Jika pernah? Mengapa hal itu dapat terjadi?	
3	Bagaimanakah Anda dapat sukses dalam mengajar?	
4	Solusi apakah yang Anda lakukan untuk mempertahankan kesuksesan Anda dalam mengajar?	

## Appendix 6. Outline Mata Kuliah

### OUTLINE MATA KULIAH *Bahasa Inggris II* SEMESTER GENAP 2017-2018

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#### *KONTRAK PERKULIAHAN*

Dosen	: <i>Dr. Erwin Hapid, Lc., M.Thl., M.Ed.</i>
Address Office	: Kampus II UIN Alauddin Makassar Gowa
Phone Office/Hp	: Hp. 081218671356
Jurusan/Prog.Studi	: Tarbiyah / PAI
Jumlah SKS	: 3 SKS
Jumlah Pertemuan	: 1 kali dalam satu minggu
Hari	: Jumat
Jam Kuliah	: 13:30s/d 16:00
Ruang Kuliah	: R2. 122

#### 1. Arti Penting Mata Kuliah

Mata kuliah bahasa Inggris I termasuk mata kuliah konsentrasi umum yang diajarkan di semua jurusan, baik tarbiyah maupun syaria'ah pada UIN Alauddin Makassar. Mata kuliah ini menekankan pada pemahaman siswa pada struktur kalimat bahasa Inggris sesuai tema yang dikaji dengan mengemukakan bentuk-bentuk waktu yang digunakan dalam bahasa Inggris yakni struture/grammar. Oleh karena mata kuliah ini diajarkan pada fakultas tarbiyah, maka lebih memfokuskan pada aspek pendidikan yang dapat diaktualisasikan oleh mahasiswa dalam kehidupan sehari-hari.

Dalam proses pembelajaran selanjutnya, mahasiswa akan diarahkan pada pembentukan-pembentukan kalimat yang benar dan sesuai pada struktur kalimat dalam bahasa Inggris. Penyajian materi dengan menggunakan metode ceramah, diskusi, tanya jawab, serta pemberian tugas.

Penyajian materi dilakukan dengan cara menjelaskan kemudian memberikan pertanyaan dan dijawab oleh mahasiswa dalam bentuk diskusi.

Mata kuliah ini akan mengembangkan daya nalar dan analisis mahasiswa dalam mengkaji dan memahami struktur-struktur dalam bahasa Inggris secara baik dan benar.

## **2. Standar Kompetensi**

Target pencapaian dalam mata kuliah bahasa Inggris II selama 14 kali pertemuan diharapkan mahasiswa secara umum memiliki kemampuan dan kompetensi, sehingga mereka mampu menjelaskan dan membuat kalimat-kalimat dalam Bahasa Inggris yang sesuai struktur bahasa yang benar. Mahasiswa juga diharapkan dapat menyebutkan dan mengimplikasikan vocabulary secara benar.

## **3. Kompetensi Dasar:**

- a. Mendengar, yakni mahasiswa mampu memahami makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari
- b. Berbicara, yakni Mahasiswa mampu mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.
- c. Menulis, yakni mahasiswa mampu mengungkapkan makna dalam teks dan Menuliskannya Dalam Bentuk Struktur Bahasa Inggris Yang Benar.

## **4. INDIKATORPENGUASAAN ILMU**

- a. Mahasiswa mampu memahami struktur-struktur kalimat dalam bahasa inggris dan mampu menginterpretasinya dalam pembentukan kalimat sehari-hari.

- b. Mahasiswa mampu memahami dan mengucapkan kalimat-kalimat dalam bahasa Inggris dengan menggunakan struktur yang benar dan menginterpretasinya dalam kehidupan sehari-hari.
- c. Mahasiswa mampu memahami dan menuliskan kalimat-kalimat dalam bahasa Inggris dengan menggunakan struktur kalimat yang benar dan menginterpretasinya dalam kehidupan sehari-hari

##### **5. STRATEGI PEMBELAJARAN MAHASISWA**

- a. Penyajian materi dengan menggunakan metode ceramah, diskusi, tanya jawab, serta pemberian tugas.
- b. Penyajian materi dilakukan dengan cara menjelaskan kemudian memberikan pertanyaan dan dijawab oleh mahasiswa dalam bentuk diskusi.
- c. Evaluasi dilakukan dalam bentuk: Tugas, mid test, dan final test.

##### **6. TUJUAN PEMBELAJARAN (LO)**

Setelah selesai mempelajari mata kuliah bahasa Inggris I ini, mahasiswa diharapkan:

- 1. Mampu memahami struktur kalimat dalam bahasa Inggris dan menerapkannya dalam kehidupan sehari-hari
- 2. Mahasiswa mampu menerapkan struktur kalimat yang benar dalam percakapan sehari-hari.
- 3. Mahasiswa mampu menerapkan dan mengaktualisasikan struktur kalimat bahasa Inggris yang benar dalam tulisan dan kehidupan sehari-hari

##### **7. 7. Buku Rujukan**

- 1. Betty Azar, *Fundamental of English Grammar*, Third Edition, *Longman*
- 2. Green, I & M . 1983. *Communication in English* New York.
- 3. Watcyu-Yones, Peter 1980.

##### **8. Strategi Pembelajaran**

Strategi pembelajaran dalam mata kuliah ini pada prinsipnya menggunakan digunakan tiga:

1. Menyentuh sisi kognitif: dengan memberikan pertanyaan-pertanyaan yang bersifat analisis melalui diskusi
2. Menyentuh sisi Apektif: menekankan pada struktur-struktur bahasa Inggris yang benar dan dapat menggunakannya dalam kehidupan sehari-hari
3. Menyentuh sisi psikomotorik: menekankan pada daya nalar dan analisis sehingga mampu mempresentasikan dan menjelaskan kembali materi yang telah didiskusikan

Untuk mencapai proses pembelajaran itu, semua program saling sinerjik antara satu dengan yang lain.

#### **9. Evaluasi Proses dan Produk Studi**

1. Keaktifan siswa	10 %
2. Kehadiran (Presensi)	20 %
3. Ujian Pertengahan Semester	30 %
4. Ujian Akhir Semester	40 %

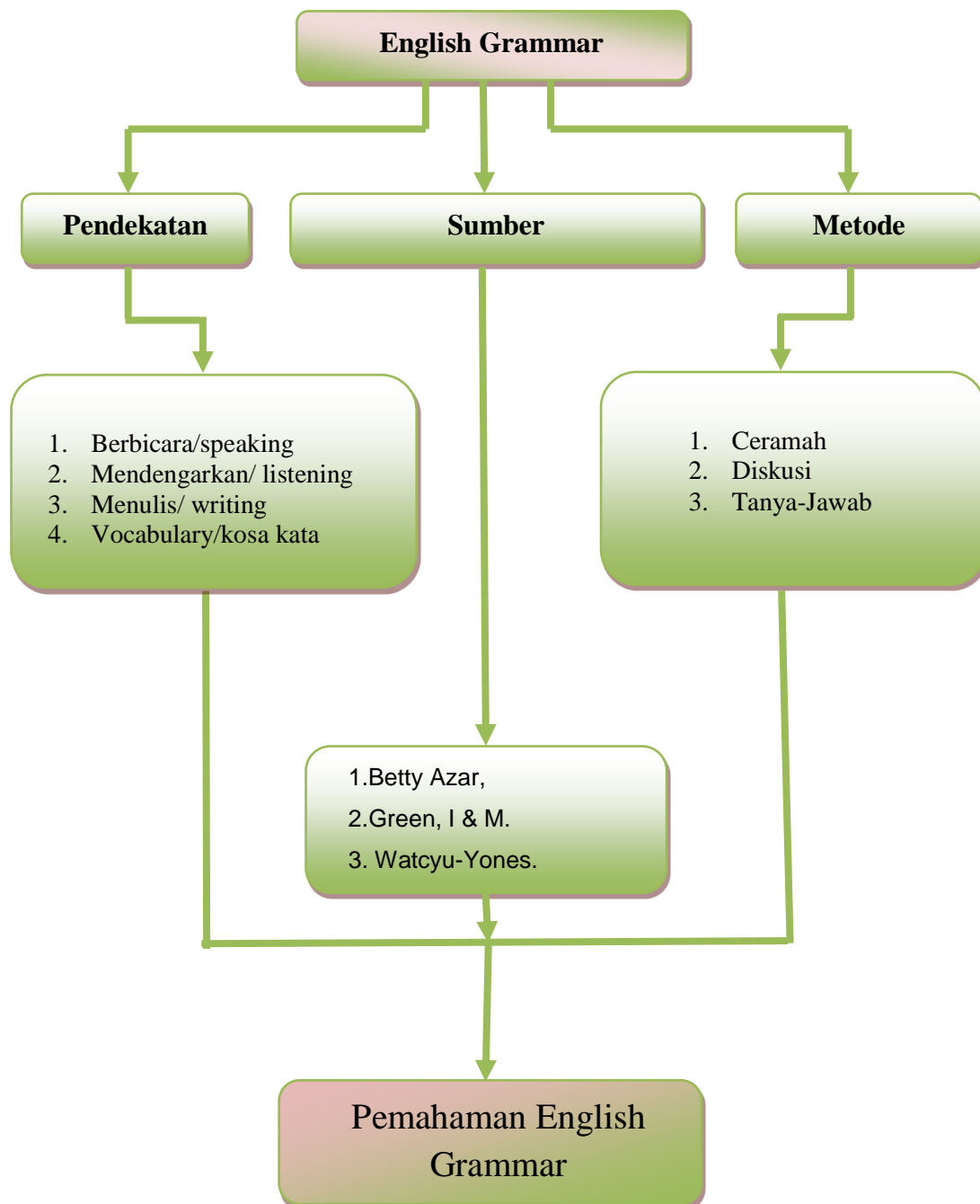
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Jumlah	100 %
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#### **10. Deskripsi Tugas-tugas Matakuliah Bahasa Inggris I**

1. Keaktifan kelas: anda diminta aktif terlibat memberikan kontribusi pemikiran baik, berupa pertanyaan maupun komentar dalam suasana bebas resiko (*free risk envirointment*)
2. Kehadiran (Presensi) adalah dalam rangka lebih mengaktifkan anda dalam perkuliahan
3. Ujian Pertengahan Semester adalah ujian pertengahan pertama untuk materi yang hanya digunakan dari pertemuan awal sampai akhir pertengahan semester.
4. Ujian Akhir Semester adalah ujian akhir untuk materi pertengahan kedua untuk materi yang hanya digunakan dari materi perkuliahan setelah pertengahan semester sampai dengan akhir semester.

## 11. Desain Konten Mata kuliah Bahasa Inggris I



## 12. Time – Line

### Rencana Perkuliahan

<b>Pertemuan</b>	<b>Materi</b>	<b>Penanggung Jawab</b>
1	Kontrak Belajar How to know you?	Dosen dan Mahasiswa
2	Introduce Simple Present Tense	Dosen dan Mahasiswa
3	Present Progressive Tense	Dosen dan Mahasiswa
4	Expressing Past time	Dosen dan Mahasiswa
5	Expressing Future time	Dosen dan Mahasiswa
6	The Present Perfect and the Past Perfect	Dosen dan Mahasiswa
7	Asking Question	Dosen dan Mahasiswa
8	Nouns and Pronouns	Dosen dan Mahasiswa
9	Ujian Tengah Semester	Mahasiswa
10	Modal Auxiliaris	Dosen dan Mahasiswa
11	Connecting Ideas	Dosen dan Mahasiswa

12	Comparisons	Dosen dan Mahasiswa
13	The Passive	Dosen dan Mahasiswa
14	Count/Non Count Nouns and Articles	Dosen dan Mahasiswa
15	Adjective Clauses	Dosen dan Mahasiswa
16	Gerund and Invinitives	Dosen dan Mahasiswa
17	<b>UJIAN AKHIR SEMESTER</b>	Mahasiswa



### LESSON PLAN

Grade/ Semester	: IV/ 2
Subject	: English
Text Type	: Transactional and interpersonal dialogues
Topic	: Expressing likes and dislikes
Skill	: Grammar
Time Allocation	: 90 minutes

**A. Standard of Competence:**

Students are able to express meaning in transactional and interpersonal dialogues to interact with their environment.

**B. Basic Competence:**

Students are able to express meanings in transactional (to get things done) and interpersonal (with social contacts) dialogues to interact with their environment that involve expressions of likes and dislikes in accurate, fluent, and appropriate ways.

**C. Indicators:**

(Crucial point #1)

1. Identifying the expressions of like and dislike.
2. Pronouncing the expressions of like and dislike correctly.
3. Expressing likes in an appropriate way.
5. Expressing dislikes in an appropriate way.
6. Asking likes and dislikes.
7. Using the expressions of like and dislike in a conversation.

**D. Learning Objective:**

At the end of the lesson, students are able to use the expressions of likes and dislikes in a conversation accurately, fluently, and appropriately.

## E. Learning Materials

### 1. Expressions

#### a) Expressing Like and Dislike

Likes	Dislikes
• I like fried chicken.	• I don't like eggs.
• I love fried chicken.	• I really hate eggs.
• I do like fried chicken.	• I hate eggs.
• I enjoy fried chicken.	• I don't really like eggs.

#### b) Asking someone's likes/dislikes

How to ask someone's feeling about likes and dislikes
<u>What kind of food do you have in mind?</u> <u>Do</u> <u>you like</u> pizza? <u>What do you think of</u> lemon tea? <u>What</u> <u>food do you like?</u> <u>What's your favorite</u> food?

### 2. Media

#### a. Recording and scripts

(→ or, teacher may use his/her own voice!)

#### b. Flash cards → Pictures and situations:

(→ Pictures of food, watches, bags, T-shirts with different designs, pets, haircuts, etc).

Learning Method : PPP (Presentation, Practice, Production)

## F. Teaching and Learning Activities

### Opening

#### Phase

Aspec	Teacher's sentence
Greeting (Teacher greets students.)	Ass . . . T: Good morning, class. How are you all today? S: Good morning, Ma'am. I'm fine, thank you
Prayer (Teacher and students say a prayer.)	Well. . Before we start our lesson today, let's say a prayer, shall we? Amien . . .
Checking attendance (Teacher checks the students' attendance.)	Is the whole class here?
Preparing the class condition (Teacher prepares the class condition.)	T: Could you help me to clean the whiteboard, Dewi?
	S: . . . T: Thank you. Alright, It's time to start our English lesson.
Lead in	I hope you are ready for your English lesson today. Well, what food do you like . . . Dewi? Why? How about you Lia? Do you like chocolate? Today, we are going to learn how to express likes and dislikes.

### Main Activity

#### A. Presentation

(keyword: demonstration)

Teacher gives some questions to the students and then plays a recording. Teacher asks the students to listen to the recording and answer teacher's questions orally.

Mia	: Where are you goin, dini?
Dini	: Oh, I'm going to the school canteen.
Mia	: Can I join?
Dini	: Sure. Let's go
Mia	: Any way, what's your favorite food
Dini	: I love fried noodle so much, but I don't like fried eggs. What about you, Mia?
Mia	: I see. Will, I enjoy vegetables soup and I hate chicken

Questions (**remember, this is an oral activity**):

1. How many people are there in the dialogue? Who are they?
2. Are they friends?
3. Does Dini like fried eggs?
4. Who likes vegetable soup?
5. What is the dialogue about?

Teacher gives the students the script of the dialogue and then asks some questions to them. (**→ more focused questions!**)

1. What does Mia say when she asks Dini about her favorite food?
2. When Dini likes fried noodle and doesn't like fried eggs, how does she express it?
3. What does Mia say when she likes vegetables soup and doesn't like chicken?

Teacher explains the expressions of like and dislike and how to ask someone's feeling about that expressions.

(Well, I'll show you the expressions of likes and dislikes and how to ask someone's feeling about those expressions. I'll read aloud it first and then please repeat after me.)

Teacher continues → drill and drill!

## B. Practice

### Task 1

Teacher gives another dialogue to students and asks them to find the expressions of likes and dislikes and how to ask someone's likes and dislikes.

(If you don't have any questions, I'll give you another sample. I have a dialogue for you. Please two of you practice the dialogue first. Well, your job is in pairs find the expressions of like and dislike and how to ask someone's feeling about that expressions.)

### Task 2

(Particularly necessary for groups of slow learners! If you think that your students do not need this, skip this task and continue to Task 3)

Teacher gives another task to the students and asks them to complete the dialogue with their own words.

(Well, we move to another exercise. I have three dialogues here. Please complete the dialogues with your own words. Number one is done for you.)

1.            Andi                : Do you . . . chocolate? (like)  
               Budi                : No, I . . . it. (hate)  
               Andi                : . . . ? (Why)  
               Budi                : Because it makes me fat.

2.            Arif Aan                : Do you like...?  
               Arif Aan                : .....  
                                       : Why?  
                                       : Because.....

3.            Chika                    : Sari, What foods do you like?  
               Sari                    : .....

Chika : Why do you  
like.....? Sari :  
Because.....

### Task 3

Teacher asks students to make groups of three. Students ask their friends about her or his favorite food and then put the information in the table. Students report the result to the class.

Name of student	Kind of food he/she likes	Kind of food he/she dislikes
1.		
2.		
3.		

### C. Production

### Task 4

Teacher gives the students situation and asks them to make a dialogue based on the situation.

(Giving some 3 or 4 pictures to each group will do. Instead, we can also give them cards containing some words: Potatoes, chili, pepper, carrots, spicy food, etc.)

(For your last activity, work in pairs. Make a dialogue based on the following situation. You and your friend are going to cook food for lunch. Before you go cook you ask your friend what food he or she likes to eat.)

### Closing Activity

Summarizing (Teacher and students summarize the whole lesson.)	So, what have you learnt today?
Reflection (Teacher and students do a reflection.)	How do you feel about our discussion today? Is it difficult?

Further guidance (Teacher gives students homework.)	For next meeting, in pairs please make a dialogue including expression of like and dislike and how to ask someone's feeling about those
	class. (Get it everybody?)
Prayer (Teacher and students say a prayer.)	Ok, before we end our lesson, let's say a prayer, shall we? Amien . . .
Leave-taking (Teacher says good bye to end the lesson.)	See you next meeting, and good bye. Wass . . .

#### D. Source

1. Azar, B. S. (1996). *Basic English Grammar*. Prentice Hall Reg
2. English in Focus for Grade VII Junior High School (S
3. Blundell, J. et al. 1982. *Function in English*. Oxford: Oxford University Press.
2. Wall, A.P. 1998. *Say it naturally*. 2<sup>nd</sup> ed. Boston: Heinle and Heinle Publishing.

## Appendix 7. Transcript Of Interview With Lecturer With Non-English Educational Background, How To Improve His English Skills

Transcript of Interview with lecturer with NON-ENGLISH EDUCATIONAL BACKGROUND,  
How to Improve His English Skills

No	Interview
<b>Developing English Skills</b>	
1	<p><i>Dimana sajakah Anda pernah belajar Bahasa Inggris?</i></p> <p><i>-bahasa Inggris memang saya sudah pelajari dari SMP, tapi yang lebih intensifnya itu pada saat saya SMA, karena saya SMA nya di boarding yang mewajibkan siswanya menggunakan bahasa asing dalam kegiatan sehari, itu di MAN PK, jadi karena ada suatu kewajiban untuk kami untuk menggunakannya sebagai bahasa tutur sehari-hari jadi mau tdk mau, yah... kami harus belajar, waktu itu bahasa asing yang diwajibkan adalah Inggris dan Arab, tetapi sebenarnya saya sangat tertarik dengan bahasa Inggris belum juga waktu itu. Kemudian saya lanjut S1 di Al-Azhar Mesir, disana juga saya banyak belajar bahasa Inggris. Setelah mengambil S2 di UIN Alauddin saya juga pernah kuliah S2 di Australia mengambil Managment Pendidikan.</i></p>
2	<p><i>Apakah Anda sangat berminat untuk mempelajari dan menguasai bahasa Inggris?</i></p> <p><i>Meskipun waktu SMA itu saya sudah berminat dengan bahasa Inggris, tetapi minat dan konsentrasi dan focus ke bahasa Inggris itu malah waktu saya S1 di Kairo di Timur Tengah, waktu itu saya berfikir bahwa kenapa saya hanya berbahasa Arab padahal saya juga punya bahasa Inggris yang lumayan bagus pada saat saya SMA, akhirnya pada saat itu saya kembangkan juga pengetahuan bahasa Inggris saya.</i></p>
3	<p><i>Skill bahasa apakah yang sangat Anda alami dalam mempelajarinya?</i></p> <p><i>Saya dari dulu memang mendalami bahasa Arab dan Inggris</i></p>
4	<p><i>Bagaimanakah Anda mengembangkan skill bahasa Inggris?</i></p> <p><i>Saya belajar bahasa Inggris itu otodidak, belajar sendiri.</i></p>
5	<p><i>Apa saja upaya Anda untuk meningkatkan skill bahasa yang Anda miliki?</i></p> <p><i>Untuk meningkatkannya saya waktu di Kairo itu berlangganan koran bahasa Inggris, karena saya memang sengaja berlangganan, jadi setiap hari itu ada yang</i></p>



	<i>datang, jadi saya harus membacanya mau tidak mau harus saya baca biar saya tidak rugi berlangganan, itu juga sangat membantu saya untuk mengembangkan skill bahasa Inggris saya.</i>
6	<p><i>Kegiatan apa sajakah yang Anda tekuni untuk mengembangkan Skill bahasa Inggris?</i></p> <p><i>Yah itu tadi, dengan berlangganan koran bahasa Inggris, dan waktu di Kairo itu saya juga sempat kursus di British Council yang lumayan baik sistem pembelajarannya dan berkawan dengan penutur asli bahasa Inggris/ native, terutama waktu saya di Australia, disana saya banyak belajar bahasa Inggris dan pembelajaran bahasa Inggris.</i></p>
7	<p><i>Adakah kendala yang Anda hadapi saat mengembangkan kemampuan berbahasa dan bagaimanakah Anda mengatasinya?</i></p> <p><i>Kendalanya, karena saya memang bukan di jurusan Bahasa Inggris dan saya bukan native jadi pronunciation itu dan structure itu juga, yah.. biasalah saya standar saja dan pronunciation itu memang kurang baik, kalau reading dan speaking saya bisalah dapat good.</i></p>

## Appendix 8 Developing Lecturer's Competence of Lecturer with Non-English Educational Background

### Developing Lecturer's competence of Lecturer with NON-ENGLISH EDUCATIONAL BACKGROUND

No	Interview
<b>Developing Lecturer's Competence</b>	
1	<p><i>Apakah Anda senang mengajarkan bahasa Inggris?</i></p> <p><i>Saya sangat senang mengajarkan bahasa Inggris, karena dengan mengajar saya juga belajar, dan bisa menambah skill saya dibidang bahasa inggris, tetapi semester ini saya terakhir mengajar bahasa Inggris, karena ini memang bukan jurusan saya, dan karena saya mempunyai tugas tambahan sebagai Kajur, jadi saya hanya akan mengambil 3 sks di semester depan, dan untuk legalisasi saya, saya harus mengajar sesuai keprofesionalan saya yaitu Hadist.</i></p>
2	<p><i>Bagaimanakah Anda meningkatkan kompetensi mengajar?</i></p> <p><i>Yahh dengan terus mengajar bagasa inggris, dan saya kan kalau mengajar, meski bukan bahasa Inggris biasanya saya selipkan istilah-istilah bahasa Inggris, misalnya kalau saya mengajarkan hadist, biasanya saya selipkan kata-kata bahasa Inggris, selain bisa meningkatkan pemahaman siswa, saya juga bisa mengasah skill bahasa Inggris saya, kalau saya juga ketemu ade-ade yang dari jurusan PBI (Pendidikan Bahasa Inggris) biasanya kan saya jadi pembimbing atau pengujinya mereka, jadi otomatis saya membaca skripsi mereka yang berbahasa Inggris. biasanya saya juga mendengarkan dan menonton siaran-siaran berita yang berbahasa asing/ bahasa Inggris. mendengarkan radio, yahh di situlah saya meningkatkan kompetensi saya.</i></p>
3	<p><i>Adakah kegiatan formal atau non formal yang mendukung Anda untuk mengembangkan kompetensi mengajar bahasa Inggris?</i></p> <p><i>Kalau selama ini sih, kalau ada undangan mengikuti konfrensi-konfrensi, seperti baru-baru ini yang diadakan oleh UIN yaitu ICOLE saya juga ikut jadi presenter waktu itu. dan waktu membimbing tadi kan..? membimbing ade-ade dari PBI yang skripsi dan seminarnya menggunakan bahasa Inggris full.</i></p>
4	<p><i>Apakah Anda aktif menggunakan ICT dalam pengajaran bahasa Inggris?</i></p>

	<i>Iya, semua materi saya, saya buat di laptop dalam bentuk word ataupun power poin, dan selalu menggunakan LCD pada saat mengajar di kelas.</i>
5	<p><i>Apakah Anda uptodate dengan informasi dan hasil penelitian tentang pengajaran bahasa Inggris?</i></p> <p><i>Tidak sampai kesitu secara khusus, karena saya bukan dosen bahasa Inggris, tetapi setiap ada informasi seperti konfrensi-konfrensi biasanya saya ikut, klu bukan sebagai presenter, yah jadi audience saja.</i></p>
6	<p><i>Apakah Anda aktif berdiskusi dan berkolaborasi dengan dosen bahasa Inggris yang lain?</i></p> <p><i>Iya, interaksi saya dengan dosen-dosen PBI sangat baik, di UIN ini ada program pembelajaran Internasional, jadi disitu anak-anak belajar apapun dia akan menggunakan bahasa Inggris, dan disitulah biasanya saya berkolaborasi dengan dosen-dosen yang asli dari bidang pendidikan bahasa Inggris.</i></p>
7	<p><i>Hambatan apa yang Anda hadapi sebagai dosen WITH NON-ENGLISH EDUCATIONAL BACKGROUND yang mengajarkan bahasa Inggris?</i></p> <p><i>Yah itu tadi karena pronunciation saya itu kurang baik, jadi penyampaiannya terkadang kurang dimengerti oleh mahasiswa, sedangkan silabus mereka yang diajarkan adalah structure jadi yah saya memang harus push diri saya untuk mempeljarinya lebih dulu sebelum masuk di dalam kelas.</i></p>

## Appendix 9. Observation Guideline Of With Non-English Educational Background Lecture Competence

### Observation Guideline of WITH NON-ENGLISH EDUCATIONAL

#### BACKGROUND Lecture Competence

NO.	ASPEK KINERJA WITH NON-ENGLISH EDUCATIONAL BACKGROUND DALAM PENGAJARAN BAHASA INGGRIS	KETERANGAN				
		SL	SR	JR	JS	TP
<b>G. Aspek Pedagogik</b>						
<b>Persiapan Pembelajaran</b>						
1.	Dosen mempersiapkan diri dengan baik (ruang belajar, media pembelajaran, materi pelajaran).	√				
2.	Dosen memeriksa/mengecek kesiapan mahasiswa untuk belajar bahasa Inggris.		√			
<b>Pembukaan</b>						
3.	Dosen datang ke kelas dan memulai pelajaran tepat waktu.		√			
	Dosen memberi salam dan memotivasi siswa.	√				
4.	Dosen melakukan apersepsi (mengaitkan materi pelajaran yang lalu dengan yang akan dipelajari).			√		
5.	Dosen menyampaikan kompetensi yang harus dikuasai mahasiswa (Menyampaikan tujuan pembelajaran).				√	
<b>Penyajian Pembelajaran</b>						
6	Dosen menjelaskan materi dengan menggunakan bahasa Inggris yang mudah dipahami.		√			
7.	Dosen menyampaikan materi pelajaran dengan lancar, berurutan dan logis.		√			
8.	Dosen menyampaikan pelajaran dengan kecepatan yang sesuai dengan tingkat kesulitan materi dan kemampuan mahasiswa (menggunakan waktu dengan efektif).			√		

9.	Dosen menyampaikan petunjuk dengan jelas dan ringkas, dan mahasiswa dapat melaksanakan aktivitas dengan baik		√			
10.	Dosen menyampaikan materi pelajaran sesuai tingkat pemahaman mahasiswa.		√			
11.	Dosen menggunakan metode mengajar yang sesuai dengan materi, usia dan kemampuan mahasiswa.		√			
12.	Dosen dapat dengan cepat mengidentifikasi mahasiswa yang mengalami kesulitan dalam memahami materi pelajaran.			√		
13.	Dosen menunjukkan minat dan antusiasme dalam mengajar bahasa Inggris.	√				
14.	Dosen mempresentasikan kegiatan belajar dengan tepat untuk melibatkan para mahasiswa berkomunikasi dalam bahasa Inggris.		√			
15.	Dosen menciptakan komunikasi interaktif yang seimbang antara dosen dan mahasiswa, mahasiswa dan mahasiswa secara bervariasi selama pembelajaran.		√			
16.	Dosen mampu beradaptasi dengan situasi yang tidak diantisipasi sebelumnya.		√			
17.	Dosen mampu mengelola kelas selama pembelajaran dengan baik (mengontrol & mengarahkan mahasiswa).		√			
18.	Dosen menggunakan pelafalan, intonasi, kelancaran pengucapan, dan menggunakan bahasa yang tepat dan berterima dan dapat didengar dengan jelas.		√			
19.	Dosen menggunakan alat bantu mengajar (tape recorder, laptop, in focuss, dll) dan sumber belajar secara efektif.	√				
20.	Dosen menggunakan berbagai cara untuk memotivasi mahasiswa berpartisipasi secara aktif dalam pembelajaran.			√		

21.	Dosen mengajarkan struktur kalimat dalam kaitannya dengan kontek yang diterapkan pada situasi yang nyata dalam budaya dan pribadi mahasiswa.			√		
22.	Dosen memberikan feedback secara tepat (tidak mematahkan semangat dan mempermalukan mahasiswa).	√				
23.	Dosen mengetahui nama-nama mahasiswa.		√			
24.	Dosen bergerak (tidak terus duduk) secara bebas untuk berinteraksi dengan mahasiswa.	√				
25.	Dosen menumbuhkan inisiatif dan kreativitas mahasiswa.	√				
26.	Dosen melakukan penilaian proses pembelajaran (melalui bermain peran, unjuk kerja, diskusi, dll).		√			
27.	Dosen menyadari dan mengidentifikasi kebutuhan individual mahasiswa dan kebutuhan kelompok.		√			
28.	Dosen menumbuhkan keceriaan dan semangat mahasiswa dalam belajar bahasa Inggris.		√			
29.	Dosen memperlakukan mahasiswa secara adil (tidak pilih kasih atau memihak).	√				
30.	Dosen terbuka terhadap kritik mahasiswa dan menanggapi dengan tenang.		√			
31.	Dosen mendorong dan memberi kesempatan kepada mahasiswa untuk bertanya.		√			
32.	Dosen menghargai pertanyaan mahasiswa dan meresponnya secara seksama dan memuaskan.		√			
33.	Dosen menumbuhkan rasa kebersamaan, saling menghargai dan menghormati sesama mahasiswa.		√			
34.	Dosen melakukan penilaian akhir (hasil) pembelajaran sesuai dengan kompetensi yang sudah ditetapkan.		√			

35.	Dosen menggunakan hasil penilaian baik penilaian proses maupun penilaian hasil untuk merancang program remidi.		√			
<b>Penutup</b>						
36.	Dosen mengajak mahasiswa untuk menyimpulkan pelajaran yang baru dipelajari.		√			
37.	Dosen mengecek pemahaman mahasiswa dengan mengajukan beberapa pertanyaan.			√		
38.	Dosen memberikan arahan atau tindak lanjut atau tugas untuk belajar mandiri di rumah.		√			
39.	Dosen mengakhiri pelajaran tepat waktu.		√			
40.	Dosen mengucapkan salam perpisahan.	√				
<b>H. Aspek Personal</b>						
41.	Dosen menunjukkan kedisiplinan yang tinggi (menyelesaikan tugas-tugas tepat waktu).	√				
42.	Dosen melakukan tugas dengan penuh tanggung jawab.	√				
43.	Dosen menampilkan pribadi yang baik (rapi, sopan, sabar, bijak, berwibawa, bersahabat) yang dapat menjadi teladan bagi siswa.	√				
44.	Dosen bertindak tegas.		√			
45.	Dosen tidak pernah bertutur dan bertindak sarkastik.	√				
<b>I. Aspek Sosial</b>						
46.	Dosen berkomunikasi sangat baik dengan sesama kolega, supervisor, atasan, mahasiswa, orang lain.		√			
47.	Dosen dapat bekerjasama dengan sesama kolega, supervisor, atasan, mahasiswa, orang lain.		√			
48.	Dosen mampu mengenali dan memerankan 'his/her language identity', identitas bahasa.		√			
49.	Dosen dapat berperan serta dalam kegiatan yang ada dalam masyarakat.		√			

50.	Dosen dapat beradaptasi dengan lingkungan dimanapun dia ditugaskan.	√				
<b>J.</b>	<b>Aspek Profesional</b>					
51.	Dosen menguasai materi ajar.	√				
52.	Dosen menguasai standar kompetensi dan pola pikir kebahasaan.		√			
53.	Dosen menguasai standar kompetensi dan kompetensi dasar mata pelajaran bahasa Inggris		√			
54.	Dosen mengembangkan materi pelajaran yang diampunya secara efektif.		√			
55.	Dosen mengembangkan profesinya secara berkelanjutan dengan melakukan tindakan reflektif		√			
56.	Dosen memanfaatkan technology informasi dan komunikasi dan menegembangkan diri.		√			



## Appendix 10. Interview guideline for students' perceptions

### Interview guideline for students' perceptions

#### TRANSCRIPTION OF STUDENTS' PERCEPTION TOWARD THE LECTURER WITH NON-ENGLISH EDUCATIONAL BACKGROUND SKILL & COMPETENCE

##### Group I

No	Domain	Interview
1	Emotional	<ul style="list-style-type: none"> <li>- Apakah Anda senang dengan dosen (WITH NON-ENGLISH EDUCATIONAL BACKGROUND/YBS)? <i>Iya, kami sangat senang, karena bapak orang baik.</i></li> <li>- Apakah Anda senang dengan cara mengajar dosen? <i>Iya, kami menyukai cara mengajar bapak, bapak tidak terlalu monoton, tidak suka memaksa kami, beliau juga sering memotivasi kami untuk terus maju dan berkarya.</i></li> </ul>
2	Appreciation	<p><i>Apakah Anda sangat menghargai dosen?</i></p> <p><i>Pastinya kami sangat menghargai dosen kami, dosen kami, kami sudah anggap orang tua sendiri, apalagi dengan bapak, dia sangat baik terhadap kami</i></p>
3	Motivation	<p><i>Apakah cara mengajar dosen membuat Anda semakin termotivasi dalam belajar bahasa Inggris?</i></p> <p><i>Iya, karena setiap bapak mengajar memang beliau tidak henti-hentinya memotivasi kami, apa lagi dalam bidang bahasa Inggris yang kami sangat tidak mengerti, tapi bapak sering bilang yang penting kami ingin belajar pasti bisa, dan kami pun berusaha untuk terus belajar dan mencoba untuk menggunakan bahasa Inggris sedikit-sedikit.</i></p>
4	Engagement	<p><i>Apakah Anda senang mengikuti perkuliahan yang diajarkan oleh dosen?</i></p> <p><i>Yah, kami senang, semua mata kuliah yang diajarkan bapak kami senang mengikuti mata pelajaran, bapak tidak pernah memaksa kami, kami datang terlambat pun,</i></p>

		<i>beliau mengisinkan kami masuk untuk mengikuti mata kuliahnya, apalagi ketika beliau mengajarkan bahasa Inggris sangat menarik bagi kami.</i>
5	Active	<ul style="list-style-type: none"> <li>- <i>Apakah Anda semakin aktif belajar ketika diajarkan oleh dosen?</i> <i>Iya, karena bapak tidak henti-hentinya memotivasi kami.</i></li> <li>- <i>Apakah Anda aktif mengerjakan tugas dan diskusi ketika diajar oleh dosen?</i> <i>Iya kami aktif mengerjakan, meski bapak tidak memaksa, tapi kami sangat senang mengerjakan tugas-tugas bahasa Inggris dari bapak.</i></li> <li>- <i>Apakah Anda semakin aktif berkomunikasi dalam bahasa Inggris?</i> <i>Kalau sangat aktif sih tidak, karena kami bukan dari jurusan bahasa inggris, tapi kemampuan berbahasa inggris kami kami rasa lebih baik setelah diaja oleh bapak.</i></li> </ul>
6	Better Academic	<p><i>Apakah ada peningkatan kemampuan berbahasa Inggris Anda setelah diajar oleh dosen?</i></p> <p><i>Iya, ada peningkatan kemampuan kami, kami jadi tau tensis-tensis dengan mudah, karena bapak memberikan materi yang ringan, yang mudah kami pelajari.</i></p>
7	Self-esteem	<p><i>Apakah Anda semakin percaya diri dengan kemampuan berbahasa Inggris setelah diajar oleh dosen?</i></p> <p><i>Belum, kami belum sampai ke percaya diri, bahasa Inggris kami belum bagus mereka yang memang di jurusan bahasa Inggris.</i></p>

## Group II

No	Domain	Interview
1	Emotional	<ul style="list-style-type: none"> <li>- Apakah Anda senang dengan dosen (WITH NON-ENGLISH EDUCATIONAL BACKGROUND/YBS)? Iya, kami senang lahh..</li> <li>- Apakah Anda senang dengan cara mengajar dosen? Tentu saja, bapak mengajarnya santai, suka lucu-lucu juga.</li> </ul>
2	Appreciation	<p>Apakah Anda sangat menghargai dosen?</p> <p>Iya, kami sangat menghargai bapak sebagai dosen kami, meski beliau tudak pernah marah, tapi kami sangat menghargai beliau.</p>
3	Motivation	<p>Apakah cara mengajar dosen membuat Anda semakin termotivasi dalam belajar bahasa Inggris?</p> <p>Ya, kami sangat termotivasi, bapak memang setiap masuk mengajar selalu memotivasi kami untuk belajar bahasa Inggris dengan giat. dan selalu memastikan kalau belajar bahasa Inggris itu tidak seseram yang kami pikirkan, bapak juga sering memberikan kami tips-tips untuk belajar bahasa inggris dengan mudah.</p>
4	Engagement	<p>Apakah Anda senang mengikuti perkuliahan yang diajarkan oleh dosen?</p> <p>Kami sangat senang mengikuti perkuliahan yang bapak bawakan, bapak selalu welcome kepada kami, dia tidak pernah marah, dan memaksa kami, untuk mengerjakan tugas-tugas bahasa Inggris yang sangat rumit, kalau ada PR yang kami tidak kerjakan, beliau tidak pernah marah, beliau malah mengajak kami mengerkannya bersama didalam kelas, sehingga kami gampang untuk mengeri.</p>
5	Active	<ul style="list-style-type: none"> <li>- Apakah Anda semakin aktif belajar ketika diajarkan oleh dosen? Kadang-kadang kami aktif, tapi kadang-kadang kami juga tidak mendengarkan bapak bilang apa, karena</li> </ul>

		<p><i>terkadang pembelajaran bahasa Inggris membuat saya mengantuk</i></p> <ul style="list-style-type: none"> <li>- <i>Apakah Anda aktif mengerjakan tugas dan diskusi ketika diajar oleh dosen?</i> <i>Iya kami aktif, karena kalau kami tidak mengerjakannya karena tidak mengeri, bapak akan membantu kami.</i></li> <li>- <i>Apakah Anda semakin aktif berkomunikasi dalam bahasa Inggris?</i> <i>Tidak, kami masih ragu menggunakan bahasa inggris dalam berkominikasi</i></li> </ul>
6	Better Academic	<p><i>Apakah ada peningkatan kemampuan berbahasa Inggris Anda setelah diajar oleh dosen?</i></p> <p><i>Sepertinya begitu, karena dari kami tidak tau strukture itu apa, grammar itu apa, setidaknya sekarang saya sudah tau semua itu.</i></p>
7	Self-esteem	<p><i>Apakah Anda semakin percaya diri dengan kemampuan berbahasa Inggris setelah diajar oleh dosen?</i></p> <p><i>Tidak, kami belum bisa percaya diri, kosakata kami masih ssangat kurang untuk berkomunikasi.</i></p>

### Group III

No	Domain	Interview
1	Emotional	<ul style="list-style-type: none"> <li>- Apakah Anda senang dengan dosen (WITH NON-ENGLISH EDUCATIONAL BACKGROUND/YBS)? Ya, tentu kami sangat senang, bapak orangnya baik dan supel, bisa dijadikan teman, dekat sama hasiswa-mahasiswanya.</li> <li>- Apakah Anda senang dengan cara mengajar dosen? Iya sangat senang, cara mengajar bapak mudah kami mengerti.</li> </ul>
2	Appreciation	<p>Apakah Anda sangat menghargai dosen?</p> <p>Meskipun kami dekat dengan bapak, tapi kami sangat menghargainya sebagai dosen dan orang tua kami di kampus</p>
3	Motivation	<p>Apakah cara mengajar dosen membuat Anda semakin termotivasi dalam belajar bahasa Inggris?</p> <p>Kami sangat termotivasi, karena bapak memang kalau mengajar, tidak henti-hentinya memotivasi kami, memberikan tips-tips menjadi orang sukses, dan tips-tips mempelajari bahasa Inggris dengan mudah.</p>
4	Engagement	<p>Apakah Anda senang mengikuti perkuliahan yang diajarkan oleh dosen?</p> <p>Iya, kami sangat senang mengikuti pembelajaran yang bapak bawakan, mata kuliah apaapun itu kami suka kalau bapak mengajar.</p>
5	Active	<ul style="list-style-type: none"> <li>- Apakah Anda semakin aktif belajar ketika diajarkan oleh dosen? Iya, kami semakin aktif, kare kami diberitahu sama bapak cara mudah untuk menguasai bahasa inggris, bapak seting berbagi cerita dan tips untuk belajar bahasa Inggris.</li> <li>- Apakah Anda aktif mengerjakan tugas dan diskusi ketika diajar oleh dosen?</li> </ul>

		<p><i>Iya, kami aktif mengerjakannya, bapak sering membantu kami juga untuk memahami pembelajarannya.</i></p> <p><i>- Apakah Anda semakin aktif berkomunikasi dalam bahasa Inggris?</i></p> <p><i>Tidak, kami belum percaya diri untuk itu, kami rasa kami hanya mengerti, tapi belum sampai ke berkomunikasi</i></p>
6	Better Academic	<p><i>Apakah ada peningkatan kemampuan berbahasa Inggris Anda setelah diajar oleh dosen?</i></p> <p><i>Iya, tentu saja, dari materi yang kami tidak tahu, jadi kami tahu, bapak cara mnyampaianya sangat ringan, kami suka.</i></p>
7	Self-esteem	<p><i>Apakah Anda semakin percaya diri dengan kemampuan berbahasa Inggris setelah diajar oleh dosen?</i></p> <p><i>Belum, kami tidak sampai disitu, kemampuan bahasa Inggris kami masih butuh proses, mungkin kami harus mengambil kelas khusus, seperti kursus bahasa Inggris, barulah kami bisa percaya diri dengan kemampuan berkomunikasi kami. yahh.. semuanya membutuhkan proses.</i></p>

## Appendix 11. Pretest and Posttest English Testing

### Pre-test and Post-test English Testing.

Name :  
Nim. :  
Semesters :  
Faculty :

#### I. Complete the Sentences Below!

*Directions:* Complete the sentences with the words in parentheses. Use the simple present or the present progressive.

1. Right now I (*look*) am looking at the board. I (*see*)  
\_\_\_\_\_ some words on the board.
2. A: (*you, need*) \_\_\_\_\_ some help, Mrs. Brown?  
(*you, want*) \_\_\_\_\_ me to carry that box for you?  
B: Yes, thank you. That's very kind of you.
3. A: Who is that man? I (*think*) \_\_\_\_\_ that I (*know*)  
\_\_\_\_\_ him, but I (*forget*) \_\_\_\_\_ his name.  
B: That's Mr. Martinez.  
A: That's right! I (*remember*) \_\_\_\_\_ him now.
4. A: (*you, believe*) \_\_\_\_\_ in flying saucers?  
B: What (*you, talk*) \_\_\_\_\_ about?  
A: You know, spaceships from outer space with alien creatures aboard.  
B: In my opinion, flying saucers (*exist*) \_\_\_\_\_ only in people's  
imagination.
5. A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me. I'm here with Tom.  
Where are you?  
B: I (*be*) \_\_\_\_\_ in the bedroom.  
A: What (*you, do*) \_\_\_\_\_ ?  
B: I (*try*) \_\_\_\_\_ to sleep!

6. A: What *(you, think)* \_\_\_\_\_ about at night before you fall asleep?  
 B: I *(think)* \_\_\_\_\_ about all of the pleasant things that happened during the day. I *(think, not)* \_\_\_\_\_ about my problems.
7. A: A penny for your thoughts.  
 B: Huh?  
 A: What *(you, think)* \_\_\_\_\_ right now?  
 B: I *(think)* \_\_\_\_\_ about \_\_\_\_\_ or. I *(think, not)* \_\_\_\_\_ about any \_\_\_\_\_ now.  
 A: I *(believe, not)* \_\_\_\_\_ you!
8. A: *(you, see)* \_\_\_\_\_ that man over there?  
 B: Which man? The man in the brown jacket?  
 A: No, I *(talk)* \_\_\_\_\_ about the man who *(wear)* \_\_\_\_\_ the blue shirt.  
 B: Oh, that man.  
 A: *(you, know)* \_\_\_\_\_ him?  
 B: No, I *(think, not)* \_\_\_\_\_ so.

## II. Correct the Texts Below!

*Directions:* All of the following sentences have inaccurate information. Correct them by

- making a negative statement, and
- making an affirmative statement with accurate information.

- Thomas Edison invented the telephone.  
 → (a) *Thomas Edison didn't invent the telephone.*  
 (b) *Alexander Graham Bell invented the telephone.*
- You live in a tree.
- You took a taxi to school today.
- You're sitting on a soft, comfortable sofa.
- Our teacher wrote *Romeo and Juliet*.
- Our teacher's name is William Shakespeare.
- You were on a cruise ship in the Mediterranean Sea yesterday.
- Rocks float and wood sinks.
- The teacher flew into the classroom today.
- Spiders have six legs.





**KISI-KISI:**

Research Question	Source of Data	Instrument	Technique of data Analysis
RQ 1	Primary data through interview and observation	Semi-Structured Interview & Observation	Descriptive (Using Miles & Huberman Model)
RQ 2	Primary data through observation and field note, and secondary data of university document	Observation protocol guideline, field note, and documentation	Descriptive (Using Miles & Huberman Model)
RQ 3	Primary data from group interview to gain students' responses	Semi-Structured Interview & Observation	Descriptive (Using Miles & Huberman Model)
RQ 4	Primary data from English Testing	English Testing based on the learning syllabus	SPSS Program

## Appendix 12. Pretest Score

### Pre-test score

No.	Name	Score	Classification
1	Andi Nurul Awaliyah	30	Very Poor
2	Abdul Amri	50	Very Poor
3	Asnita	35	Very Poor
4	Achmad Abdullah A.	50	Very Poor
5	Irmayanti	35	Very Poor
6	Syahrul Anwar	40	Very Poor
7	Hastuti	45	Very Poor
8	Ayu Lestari	55	Very Poor
9	Sammi Arisma	40	Very Poor
10	Munira	50	Very Poor
11	Harni Hamida	50	Very Poor
12	Nur Aisyah	40	Very Poor
13	Musniaty	25	Very Poor
14	Andi Nurul Inayah	40	Very Poor
15	Rachmad Syahrir	30	Very Poor
16	Maemuna Samsu	35	Very Poor
17	Nur Fauziah	35	Very Poor

score scale: 10-100

### Appendix 13. Posttest Score

#### Post-test score

No.	Name	Score	Classification
1	Andi Nurul Awaliyah	60	Poor
2	Abdul Amri	85	Good
3	Asnita	65	Poor
4	Achmad Abdullah A.	70	Average
5	Irmayanti	90	Excellent
6	Syahrul Anwar	60	Poor
7	Hastuti	80	Good
8	Ayu Lestari	75	Good
9	Sammi Arisma	80	Good
10	Munira	65	Poor
11	Harni Hamida	75	Average
12	Nur Aisyah	70	Average
13	Musniaty	70	Average
14	Andi Nurul Inayah	70	Average
15	Rachmad Syahrir	85	Good
16	Maemuna Samsu	75	Average
17	Nur Fauziah	85	Good

score scale: 10-100

## Appendix 14. T-Test

### T-Test

[DataSet0]

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	40.2941	17	8.56420	2.07712
	posttest	74.1176	17	9.05457	2.19606


Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	17	.024	.928

Paired Samples Test								
		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	pretest - posttest	-33.82353	12.31480	2.98678	-40.15522 -27.49184	-11.324	16	.000

## Appendix 15. Students Pretest Sheets

- The lowest Score

Pre-test  
English Testing.



Name : Andi Nurul Awallah  
 Nim. : 20100116010  
 Semesters : IV  
 Faculty : Tarbiyah dan Keguruan

**I. Complete the Sentences Below!**

*Directions: Complete the sentences with the words in parentheses. Use the simple present or the present progressive.*

1. Right now I (look) am looking at the board. I (see) I am seeing some words on the board.
2. A: (you, need) Do you need some help, Mrs. Brown?  
 (you, want) Do you want me to carry that box for you?  
 B: Yes, thank you. That's very kind of you.
3. A: Who is that man? I (think) I am thinking that I (know) I am knowing him, but I (forget) I am forgetting his name.  
 B: That's Mr. Martinez.  
 A: That's right! I (remember) I am remembering him now.
4. A: (you, believe) Do you believe in flying saucers?  
 B: What (you, talk) what do you talk about?  
 A: You know, spaceships from outer space with alien creatures aboard.  
 B: In my opinion, flying saucers (exist) exist only in people's imaginations.
5. A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me. I'm here with Tom.  
 Where are you?  
 B: I (be) am in the bedroom.  
 A: What (you, do) you do ?  
 B: I (try) trying to sleep!

6. A: What (you, think) you think about at night before you fall asleep?  
 B: I (think) I thinking about ~~all~~ of the pleasant things that happened during the day. I (think, not) I not thinking about my problems.

7. A: A penny for your thoughts.

B: Huh?

A: What (you, think) you think about now?

B: I (think) I think about not thinking about anything now.

A: I (believe, not) not believe you!

8. A: (you, see) Do you see that man over there?

B: Which man? The man in the brown jacket?

A: No, I (talk) I am talking about the man who (wear) wear the blue shirt.

B: Oh, that man.

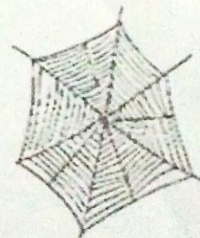
A: (you, know) Do you know him?

B: No, I (think, not) I not know so.

## II. Correct the Texts Below!

Directions: All of the following sentences have inaccurate information. Correct them by  
 (a) making a negative statement, and  
 (b) making an affirmative statement with accurate information.

- Thomas Edison invented the telephone.  
 → (a) *Thomas Edison didn't invent the telephone.*  
 (b) *Alexander Graham Bell invented the telephone.*
- You live in a tree.
- You took a taxi to school today.
- You're sitting on a soft, comfortable sofa.
- Our teacher wrote *Romeo and Juliet*.
- Our teacher's name is William Shakespeare.
- You were on a cruise ship in the Mediterranean Sea yesterday.
- Rocks float and wood sinks.
- The teacher flew into the classroom today.
- Spiders have six legs.





- 2) a) You didn't live in a tree  
b) Bird lived in a tree
- 3) a) You aren't home in taxi of school today  
b) I didn't have a taxi to school today
- 4) a) ~~He~~ You are not sitting on a soft, comfortable sofa  
b) Dan is sitting on a soft, comfortable sofa
- 5) a) Our teacher didn't write Romeo and Juliet  
b) ~~our~~ Shakespeare wrote Romeo and Juliet
- 6) a) Our teacher name is not William Shakespeare  
b) William Brown is our teacher's name
- 7) a) You were ~~not~~ on a cruise ship in the Mediterranean Sea yesterday  
b) You were on a plane yesterday
- 8) a) Rocks don't float and wood don't sink  
b) Rocks is floating and wood is sinking
- 9) a) The teacher didn't flow in to the classroom today  
b) The teacher walks in to the classroom today
- 10) a) Spiders don't have six legs  
b) Shrimps have six legs

The Highest Score:

118

Pre-test  
English Testing.

80

Name : Abdul Amri  
Nim. : 20100116018  
Semesters : W  
Faculty : Tarbiyah dan Keguruan.

**I. Complete the Sentences Below!**

*Directions: Complete the sentences with the words in parentheses. Use the simple present or the present progressive.*

1. Right now I (look) am looking at the board. I (see) I am seeing some words on the board.

2. A: (you, need) Do you need some help, Mrs. Brown?  
(you, want) Do you want me to carry that box for you?  
B: Yes, thank you. That's very kind of you.

3. A: Who is that man? I (think) I think that I (know) know him, but I (forget) forget his name.  
B: That's Mr. Martinez.  
A: That's right! I (remember) remember him now.

4. A: (you, believe) do you believe in flying saucers?  
B: What (you, talk) do you talk about?  
A: You know, spaceships from outer space with alien creatures aboard.  
B: In my opinion, flying saucers (exist) exist only in people's imaginations.

5. A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me. I'm here with Tom.  
Where are you?  
B: I (be) am in the bedroom.  
A: What (you, do) do you do?  
B: I (try) I am trying to sleep!



6. A: What (you, think) do you think about at night before you fall asleep?  
 B: I (think) am thinking about all of the pleasant things that happened during the day. I (think, not) I am not thinking about my problems.

7. A: A penny for your thoughts.

B: Huh?

A: What (you, think) do you think

ght now?

B: I (think) I am thinking about  
I am not thinking about anyt

or. I (think, not)

now.

A: I (believe, not) don't believe you!

8. A: (you, see) Do you see that man over there?

B: Which man? The man in the brown jacket?

A: No, I (talk) I am talking about the man who (wear) is wearing  
the blue shirt.

B: Oh, that man.

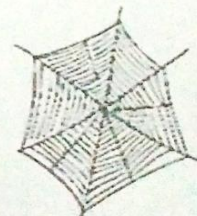
A: (you, know) do you know him?

B: No, I (think, not) I don't think so.

## II. Correct the Texts Below!

Directions: All of the following sentences have inaccurate information. Correct them by  
 (a) making a negative statement, and  
 (b) making an affirmative statement with accurate information.

- Thomas Edison invented the telephone.  
 → (a) *Thomas Edison didn't invent the telephone.*  
 (b) *Alexander Graham Bell invented the telephone.*
- You live in a tree.
- You took a taxi to school today.
- You're sitting on a soft, comfortable sofa.
- Our teacher wrote *Romeo and Juliet*.
- Our teacher's name is William Shakespeare.
- You were on a cruise ship in the Mediterranean Sea yesterday.
- Rocks float and wood sinks.
- The teacher flew into the classroom today.
- Spiders have six legs.



- 2) - You don't live in a tree  
- Birds live in a tree
- 3) - You take a taxi to school today  
- You don't take a taxi to school today
- 4) - You are not sitting on a soft sofa, comfortable sofa  
- She is ~~not~~ sitting on a soft sofa, comfortable sofa
- 5) - Our teacher doesn't write Romeo and Juliet  
- Shakespeare wrote Romeo and Juliet
- 6) - Our teacher's name ~~isn't~~ William Shakespeare  
- Our teacher's name is William Boy
- 7) - You were on a cruise ship in the Mediterranean Sea yesterday  
- She was on a cruise ship in the Mediterranean Sea yesterday
- 8) - Rocks floating and wood shining  
- Rocks is not floating and wood is not shining
- 9) - The teacher don't flew into the classroom today  
- The teacher walking into the classroom today
- 10) - Spiders doesn't have six legs  
- Spiders had six legs



## Appendix 16. Students Posttest Sheets

- The lowest score

Post-test  
English Testing.

60

Name : Syahrul Anwar  
Nim. : 20100116041  
Semesters : 4  
Faculty : Tarbiyah dan Keguruan

I. Complete the Sentences Below!

Directions: Complete the sentences with the words in parentheses. Use the simple present or the present progressive.

- Right now I (look) am looking at the board. I (see) I am seeing some words on the board.
- A: (you, need) Do you need some help, Mrs. Brown?  
(you, want) Do you want me to carry that box for you?  
B: Yes, thank you. That's very kind of you.
- A: Who is that man? I (think) I am thinking that I (know).  
I am knowing him, but I (forget) I am forgetting his name.  
B: That's Mr. Martinez.  
A: That's right! I (remember) I am remembering him now.
- A: (you, believe) Do you believe in flying saucers?  
B: What (you, talk) Do you talking about?  
A: You know, spaceships from outer space with alien creatures aboard.  
B: In my opinion, flying saucers (exist) exist only in people's imaginations.
- A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me. I'm here with Tom.  
Where are you?  
B: I (be) am in the bedroom.  
A: What (you, do) do you do?  
B: I (try) I am trying to sleep!

6. A: What (you, think) do you think about at night before you fall asleep?  
 B: I (think) I am thinking about all of the pleasant things that happened during the day. I (think, not) don't think about my problems.

7. A: A penny for your thoughts.

B: Huh?

A: What (you, think) do you think

ght now?

B: I (think) am thinking about

it. I (think, not)

am not thinking about anyt

now.

A: I (believe, not) don't believe you!

8. A: (you, see) do you see that man over there?

B: Which man? The man in the brown jacket?

A: No, I (talk) I am talking about the man who (wear) is wearing the blue shirt.

B: Oh, that man.

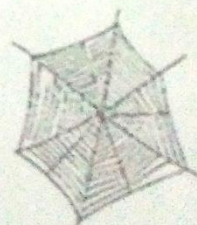
A: (you, know) do you know him?

B: No, I (think, not) I don't think so.

## II. Correct the Texts Below!

Directions: All of the following sentences have inaccurate information. Correct them by  
 (a) making a negative statement, and  
 (b) making an affirmative statement with accurate information.

- Thomas Edison invented the telephone.  
 (a) *Thomas Edison didn't invent the telephone.*  
 (b) *Alexander Graham Bell invented the telephone.*
- You live in a tree.
- You took a taxi to school today.
- You're sitting on a soft, comfortable sofa.
- Our teacher wrote *Romeo and Juliet*.
- Our teacher's name is William Shakespeare.
- You were on a cruise ship in the Mediterranean Sea yesterday.
- Rocks float and wood sinks.
- The teacher flew into the classroom today.
- Spiders have six legs.





2. - You live in a ~~tree~~  
- you live in a ~~hase~~
3. - you ~~don't~~ take ~~taxi~~ to school  
- you ~~take~~ the bus to school
4. - you are not sitting on a soft sofa, comfortable sofa  
- you are sitting on a ~~bench~~
5. - Our teacher didn't write Romeo Juliete  
- shakespeare wrote Romeo Juliete
6. - Our teacher name is William shakespeare  
- our teacher name ~~is~~ William Bay
7. - you were on a cruise ship in the Mideteranian yesterday  
- you were on the bus in the Mideteranian yesterday
8. - Rocks floating and weed is sinking  
- Rocks are ~~floating~~ and weed is sinking
9. - the teacher flew into the classroom today  
- the teacher ~~walks~~ in to the classroom today
10. - spiders ~~can't~~ have six legs  
- spider have ~~two~~ eyes

- The Highest Score

Post-test  
English Testing.

(90)

Name : Irmayanti<sup>o</sup>  
Nim. : 20100116008  
Semesters : 4  
Faculty :

I. Complete the Sentences Below!

Directions: Complete the sentences with the words in parentheses. Use the simple present or the present progressive.

1. Right now I (look) am looking at the board. I (see) I am seeing some words on the board.

2. A: (you, need) do you need some help, Mrs. Brown?  
(you, want) do you want me to carry that box for you?  
B: Yes, thank you. That's very kind of you.

3. A: Who is that man? I (think) I thinking that I (know) I know him, but I (~~forget~~) forget his name.  
B: That's Mr. Martinez.  
A: That's right! I (remember) I am remembering him now.

4. A: (you, believe) do you believe in flying saucers?  
B: What (you, talk) do you talking about?  
A: You know, spaceships from outer space with alien creatures aboard.  
B: In my opinion, flying saucers (exist) are existing only in people's imaginations.

5. A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me. I'm here with Tom.  
Where are you?  
B: I (be) am in the bedroom.  
A: What (you, do) do you do?  
B: I (try) I am trying to sleep!

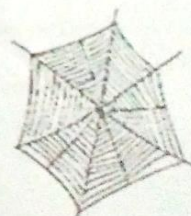


6. A: What (you, think) are you thinking about at night before you fall asleep?  
 B: I (think) I am thinking about all of the pleasant things that happened during the day. I (think, not) am not thinking about my problems.
7. A: A penny for your thoughts.  
 B: Huh?  
 A: What (you, think) do you think ght now?  
 B: I (think) am thinking about or. I (think, not)  
am not thinking about anyt ow.  
 A: I (believe, not) don't believe you!
8. A: (you, see) Do you see that man over there?  
 B: Which man? The man in the brown jacket?  
 A: No, I (talk) I am talking about the man who (wear) is  
wearing the blue shirt.  
 B: Oh, that man.  
 A: (you, know) Do you know him?  
 B: No, I (think, not) I don't think so.

## II. Correct the Texts Below!

Directions: All of the following sentences have inaccurate information. Correct them by  
 (a) making a negative statement, and  
 (b) making an affirmative statement with accurate information.

1. Thomas Edison invented the telephone.  
 → (a) *Thomas Edison didn't invent the telephone.*  
 (b) *Alexander Graham Bell invented the telephone.*
2. You live in a tree.
3. You took a taxi to school today.
4. You're sitting on a soft, comfortable sofa.
5. Our teacher wrote *Romeo and Juliet*.
6. Our teacher's name is William Shakespeare.
7. You were on a cruise ship in the Mediterranean Sea yesterday.
8. Rocks float and wood sinks.
9. The teacher flew into the classroom today.
10. Spiders have six legs.



2. a) you don't live in a tree  
b) Bird live in a tree
3. a) you ~~didn't~~ take a taxi to school today  
b) you took a bus to school today
4. a) you are not sitting on a soft, comfortable sofa  
b) you are sitting on a rock
5. a) Our teacher didn't write Romeo and Juliet  
b) our teacher wrote a journal
6. a) Our teacher's name isn't William Shakespeare  
b) our teacher's name is William Smith
7. a) you were on a cruise ship on a Mediterranean sea yesterday  
b) you were on boat on a Mediterranean sea yesterday
8. a) Rock is not floating and wood is not sinking  
b) Rock is sinking and wood is floating
9. a) The teacher ~~didn't~~ <sup>don't</sup> fly in the classroom today  
b) The teacher is walking in the classroom today
10. a) spiders don't have six legs  
b) spiders have eight legs.



## Appendix 17. Documentations





Interview with Lecturer WITH



Interview with Lecturer WEEEB














## Appendix 18. Permit Letters

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI MAKASSAR  
**PROGRAM PASCASARJANA**  
Kampus UNM Gunungsari Baru, Jl. Bonto Langkasa, Makassar-90222,  
Telp. (0411) 830366, Telp./Fax. (0411) 855288,  
Email: pasca@unm.ac.id, Laman: http://pps.unm.ac.id

Nomor : 3856/UN36.8/LT/2018  
Lamp. : 1 (satu) Proposal  
Perihal : *Izin Penelitian*

27 Maret 2018

Kepada  
Yth. : **Rektor UIN Alauddin Makassar**  
di -  
**Makassar**

Dalam rangka penulisan **Disertasi Doktor (S-3)** pada Program Pascasarjana Universitas Negeri Makassar (UNM), dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :


N a m a : **Andi Mukarramah Nagauleng**  
Nomor Pokok : 15A10023  
Program Studi : Pendidikan Bahasa Inggris

Akan melakukan penelitian dengan judul :

**Competencies of Lecturer Without English Education  
Backround (WEEB) in English Teaching  
at UIN Alauddin Makassar**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin Penelitian.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

 **Prof. Dr. Anshari, M.Hum**  
NIP. 19640429 198903 1 003

Tembusan.  
- Rektor UNM (sebagai laporan)  
- Asdir I dan II PPs UNM  
- KPS Pend. Bhs. Inggris PPs-UNM  
- Mahasiswa yang bersangkutan

Tetap Jaya dalam Tantangan





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
ALAUDDIN MAKASSAR**

Kampus I : Jl. Sultan Alauddin No.63 Makassar Telp. 0411-864928  
Kampus I : Jl. H.M. Yasin Limpo No.36 Romang Polong - Gowa Telp. 0411-841879 Fax 8221400  
Website : www.uin-alauddin.ac.id. 841879 Fax 8221400

Nomor : B-485 /Un.06.1/PP.00.9/04/2018 Gowa, 06 April 2018  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Yth; Dekan Fakultas Tarbiyah dan Keguruan  
UIN Alauddin Makassar

**Assalamu Alaikum Wr. Wb**

Berdasarkan surat Direktur Program Pascasarjana Universitas Negeri Makassar Nomor : 3856/UN36.8/LT/2018 tanggal 27 Maret 2018 tentang Izin Penelitian dalam rangka penyusunan disertasi, maka dengan hormat disampaikan bahwa yang tersebut namanya dibawah ini :

N a m a : **ANDI MUKARRAMAH NAGAULENG**  
Nomor Pokok : 15A10023  
Program Studi : Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa (S3) UNM

Disetujui dan diberi izin untuk melaksanakan penelitian pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, dengan judul disertasi :

**“COMPETENCIES OF LECTURER WITHOUT ENGLISH EDUCATION  
BACROUND (WEEB) IN ENGLISH TEACHING AT UIN ALAUDDIN MAKASSAR”**

Sehubungan dengan maksud tersebut diatas, di mohon kesediaan Saudara kiranya berkenan memberi fasilitas dan informasi serta data yang akurat selama penelitian berlangsung.

Demikian, atas perhatian dan kerjasamanya diucapkan terima kasih.

**Wassalam**

K.a.n. Rektor UIN Alauddin Makassar,  
Wakil Rektor Bidang Akademik,



Tembusan :

1. Rektor UIN Alauddin Makassar (sebagai laporan)
2. Direktur PPs UNM di Makassar
3. Mahasiswa yang bersangkutan
4. Arsip.





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 H. M. Yasin Limpo No. 36 Samata-Gowa Telp. : (0411) 424835, FAX : (0411) 424836

**SURAT KETERANGAN**  
**Nomor: B-3369/T.1/TL.00/5/2018**

Yang bertanda tangan di bawah ini:

Nama : Dr. H. Muhammad Amri, Lc., M.Ag.  
 NIP : 19730120 200312 1 001  
 Pangkat/Gol/Ruang : Pembina (IV/a)  
 Jabatan : Dekan Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar

Menerangkan dengan sesungguhnya bahwa:

Nama : Andi Mukarramah Nagauleng  
 Nomor Pokok : 15A10023  
 Jurusan/Program Studi : Pend. Bahasa Inggris  
 Alamat : Samata Gowa

Benar telah melakukan penelitian pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar dari tanggal 27 Maret 2018 s.d. 27 Mei 2018 dengan judul Skripsi "Competencies of Lecture without English Education Background (Weeb) in English Teaching at UIN. Alauddin Makassar".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Samata-Gowa, 7 Juni 2018



Dekan,

Dr. H. Muhammad Amri, Lc., M.Ag.  
 NIP. 19730120 200312 1 001

Tembusan:

1. Rektor UIN Alauddin Makassar (sebagai laporan)
2. Ketua Jurusan
3. Arsip

## CURRICULUM VITAE

	<p>Name : Andi Mukarramah Nagauleng</p> <p>Address : Malendeng Resident Blok CL. No. 7, Manado, Indonesia</p> <p>Telephone : +62 852 9952 8584</p> <p>E-mail : a.nagauleng@yahoo.com</p> <p>Nationality : Indonesia</p> <p>Sex : Femile</p> <p>Date of birth : Pangkep, October 12, 1984</p> <p>Marital status : Married</p>
<b>Family</b>	
Husband	Muhamma Imran
Child	Andi Afif Asyraf Dzulkaram
Father	Andi Syarifuddin Arsyad
Mother	Syarfiani
Father in Law	H. Ambo Dalle
Mother in Law	Hj. Intan
<b>Education/Qualifications</b>	
1996 - 1999	SLTA Muhammadiyah Pangkep
1999 - 2002	SMU Neg. I Pangkajene
2002 - 2006	Islamic University of Makassar in English Letter
2007 - 2009	State University of Makassar in English Education Department. (Master Program)
2015 - present	State University of Makassar in English Education Department. (Doctoral Program)
<b>Employment to Date/Work Experience</b>	
2007 – 2010	Lecturer at Islamic University of Makassar (UIM)
2009 – 2010	Instructor of English Course at K2s and Cornell
2011 – present	Lecturer at IAIN Manado

<b>Book Publications</b>	
2015	<i>Bahasa Inggris untuk Pemula</i> . IAIN Manado Express
<b>Article Publications</b>	
2013	"Teaching Reading Poem Through the Three-Phase Strategy." <i>Potret Pemikiran</i> 17, no. 1 (2013).
2015	The Students' Barriers in English Learning at Iain Of Manado, <i>English and Literature Journal</i> . Vol 1 no. 2 (2015)
2016	Reduplication of English Word by Efl Students in Iain Of Manado. <i>English and Literature Journal</i> . Vol 2 no.2 (2016)
2018	"Psycho pedagogical aspects of EFL learners' performance: a case study at IAIN of Manado". In <i>PROCEEDINGS OF THE 65th TEFLIN INTERNATIONAL CONFERENCE</i> (Vol. 65, No. 01).
2018	"The Ability to Comprehend English Songs of the First Semester Students Of English Education Department At Iain Manado." <i>International journal of linguistics and humanities</i> 1, no. 1 (2018): 58-78.
2018	Competencies of a Lecturer without English Educational Bacground (EEB) in English Teaching at UIN Alauddin of Makassar. <i>Publication on International Conference on Social Science</i> , no.2 (2018): 23-39
<b>Conferences</b>	
2015	Participant and committe of Annual International Conference on Islamic Study AICIS Manado 2015
2015	Participan at ICOLE UNM Makassar
2017	Participan at ICOLE UNM Makassar
2018	Presenter at the 65th TEFLIN International Conference. Makassar
2018	Presenter at the Publication on International Conference on Social Science, Bali